

UMASS/AMHERST



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Commonwealth of Massachusetts

Executive Office of Education

Charter School Application Designated Contact Person

Please provide the Executive Office of Education with the following information identifying a designated contact person for the group submitting an application for charter school status. This form *must* be filed along with the charter school application no later than February 15, 1994. Please mail all required materials to:

Secretary of Education
ATTN: Charter Schools
Executive Office of Education
One Ashburton Place, Room 1401
Boston, Massachusetts 02108

Tel: (617) 727-1313

Please print or type:

FEDERATED DORCHESTER NEIGHBORHOOD HOUSES, INC.

Name of organization/group filing for charter school status

Contact Person Name:	Kristen J. McCormack	
Signature:		
Date:	02 / 15/1994	
Title:	Executive Director	
Address:	232 Centre Street	
City:	Dorchester	
State:	Massachusetts	
Zip:	02124	
Telephone:	(617) 282 5034	
Fax:	(617) 265-6020	

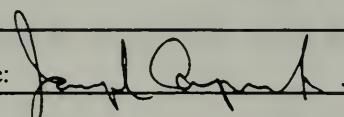
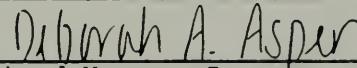
Commonwealth of Massachusetts

Executive Office of Education

Charter School Application

I/We, the undersigned charter school applicant(s), do hereby certify that the information provided herein and filed with the Executive Office of Education on this the 15th day of February (month) of the year 1994, is to the best of my/our knowledge, truthful and accurate.

(This signature sheet *must* be attached to the application when it is filed.)

Name: Kristen J. McCormack	Signature: 	Date: 02/15/94
Address: 232 Centre Street	Federated Dorchester Neighborhood Houses, Inc. City: Dorchester	State: MA Zip: 02124 Tel: 282-5034
Name: Joseph Carpineto	Signature: 	Date: 02/15/94
Address: 222 Bowdoin Street	Log School Settlement House City: Dorchester	State: MA Zip: 02122 Tel: 288-6683
Name: Glynn Lloyd	Signature: 	Date: 02/15/94
Address: 222 Bowdoin Street	Log School Settlement House City: Dorchester	State: MA Zip: 02122 Tel: 288-6683
Name: Deborah A. Aspen	Signature: 	Date: 02/15/94
Address: 232 Centre Street	Federated Dorchester Neighborhood Houses, Inc. City: Dorchester	State: MA Zip: 02124 Tel: 282-5034
Name:	Signature:	Date:
Address:	City:	State: Zip: Tel:
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Address:	City:	State: Zip: Tel:

If more space is required, please attach additional sheets.

Executive Office of Education, One Ashburton Place, Room 1401, Boston, MA 02108

94-2 - 24

THE NEIGHBORHOOD HOUSE CHARTER SCHOOL

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Submitted by:

Kristen J. McCormack, Executive Director
FEDERATED DORCHESTER NEIGHBORHOOD HOUSES, INC.
232 Centre Street
Dorchester, MA 02124
(617) 282-5034

Mission Statement

Federated Dorchester Neighborhood Houses serves the community as a catalyst for action and change, helping to build a community of caring individuals. Through a new kind of settlement houses tradition, we are helping to build a dynamic community -- where the strength of diversity is valued and where families and individuals have possibilities for personal growth and an improved quality of life in and around Dorchester.

The aim of the settlement or neighborhood house is to bring about a new kind of community life. It is the home of friendly neighbors, and a center of information, organization and service. The house should be the center where the neighborhood can find its own self-expression in thought and action.

*-Mary Kingsbury Simkhovitch,
Greenwich House, 1926*

What is the connection between a Charter School and a settlement house? The proposed Neighborhood House Charter School is a natural outgrowth of over 100 years of the settlement house tradition. Settlement house programs view the individual in the context of family and the family in the context of its surroundings and neighborhood. We believe that the underpinnings of change rely on the creation of a learning community, where everyone has something to learn and something to teach. It is in this spirit, coupled with our 20 year history of providing alternative education to Boston's middle school students, that we are compelled to begin a new school where change is possible and learning inevitable.

The mission of The Neighborhood House Charter School is to develop in each child the love of learning, an ability to nurture family members, friends and self, the ability to engage in critical thinking and to demonstrate complete mastery of the academic building blocks necessary for a successful future.

The joining together of classroom education, intensive social services and parent involvement has long been advocated by leading educators and child psychologists including Dr. James Comer, Lisbeth B. Schorr and Marian Wright Edelman. The Neighborhood House Charter School takes this model **one step** further by ceasing to distinguish between classroom education, social services and parent involvement. We will create an environment where children and their families learn how to **identify, understand, and celebrate** each child's strengths, learning style, and special abilities.

In a recent report, "Increasing Educational Achievement", the National Commission on Children recommended that, "elementary schools emphasize shared decisionmaking, child development, cultural sensitivity and social support to educate children with serious and multiple needs. As part of this process, schools should consider bringing support services such as health care, recreation, after school activities, employment counseling and family counseling into the schools." In fact, a settlement house is home to all of the referenced support services. The Neighborhood House Charter School will bring this continuum of care under one roof in the neighborhood of

Dorchester.

The establishment of The Neighborhood House Charter School in Dorchester will help us realize a broader vision for the future. We at Federated look ahead with hope to the 21st century as a time for urban centers to flourish, where people develop an expanded sense of community, one which values our differences as strengths and ensures that everyone will have the same opportunity for quality education, jobs and economic independence. A complete Mission Statement and Vision Statement for FDNH appears in Appendix A.

School Objectives

- 1) *To promote the love of lifelong learning in each student*
- 2) *To develop positive self-concept and self-esteem in all family members*
- 3) *To ensure that students demonstrate mastery of skills in the following areas of study:*
 - Language Arts
 - Science
 - Geography
 - Fine Arts & Music
 - Mathematics
 - Cultural Studies
 - Current Events
 - Physical Education

To ensure that students demonstrate competency in the following skill areas:

- Family & Community Life Skills (peacemaking, nurturing, violence prevention)
- Self-Development Skills (ethics, self-assessment, community service, choosing a high school)
- Critical Thinking
- Life Skills (nutrition and cooking, hygiene, safety, transportation)
- Pre-Vocational Skills (career exploration, apprenticeship, job applications)

- 4) *To create a safe, orderly, respectful and nurturing school environment, establishing routines that discourage disorder and disruptions*
- 5) *To establish a common vision among principals, teachers, students and parents for the school; establishing agreement on the goals, methods and content of schooling*
- 6) *To employ teachers with high expectations that all their students can and will learn*
- 7) *To create a recognition among the teachers, staff, parents and students of the importance*

of an integrated, coherent curriculum, of promoting a sense of school tradition and pride, and of protecting school time for learning

8) *To conduct regular and frequent reviews of student progress, making adjustments of instructional practices in light of information about student progress*

YEAR I AND YEAR II OBJECTIVES

- a) *To develop an integrated curriculum encompassing each of the defined skill standards*
- b) *To define standards and competencies for each academic and non-academic skill area*
- c) *To develop Individualized Learning Plans for each student*
- d) *To enter into family learning contracts with 100% of families enrolled at the school*
- e) *To enroll 120 students in the school by the end of Year II*
- f) *To maintain a 90% retention rate of enrolled students*
- g) *To achieve a student/staff attendance rate of 95%*
- h) *To achieve an 85% parent participation rate*
- i) *To establish an effective School Council which meets monthly*
- j) *To establish a Family Cooperative in Year I*
- k) *To implement the process of Continual Quality Improvement*
- l) *To maintain an average teacher to student ratio of 1: 10*

Community Environment

The Neighborhood House Charter School will be a community of caring individuals, dedicated to creating a learning community. The learning community is one that is continually expanding its capacity to create its future. Essential to the creation of a learning community are the following principles:

- We learn from and build on our experiences
- We nurture leadership capability
- We create a shared vision of the future
- We create a structure for each individual to be a resource
- We recognize that everyone has something to learn and something to teach
- We create many opportunities for involvement
- We use all available resources wisely
- We engage in ongoing dialogue among all involved with the school
- We continually find ways to improve what we do

One of the practical applications of the learning community at The Neighborhood House Charter School will be realized through the establishment of a Family Cooperative at the school. Each family enrolled at the school is required to participate in some way in the Family Cooperative -- a practical exchange of services and information. The purpose of the Family Cooperative is to create a social infrastructure among families, breaking down the barriers to social isolation and assisting our parents in feeling less isolated and more connected to each other and to the broader community. Core services available through the Family Cooperative include emergency food, a clothing exchange, GED (General Education Diploma) and ESL (English as a Second Language) classes, drop-in child care and the Nurturing Program. (The Nurturing Program is described in detail under the Educational Program section of the application.) Additional services may be identified and added by the School Council (see School Governance) over time. The Family Cooperative services are based on site and, in some instances, at a nearby settlement house. The highly successful family co-op model, including the Nurturing Program, is currently in use at three of FDNH's settlement houses -- the Log School, the Dorchester House and Denison House.

We will create an environment at The Neighborhood House Charter School where each individual who enters the Neighborhood House Charter School will gain a clear understanding that s/he is connected to other neighbors and parents in Dorchester and beyond. Finally, those who enter the school will feel a connection to their own neighborhoods and a sense of their contributions to the world around them.

Statement of Need

There is no lack of evidence when it comes to pointing out that poor, minority children living in the inner city don't have much of a chance at succeeding in the educational and business arena these days. Volumes of literature, hundreds of studies and thousands of articles point blame at the public school system, government, teachers, parents and even the children. Nationally, the indicators of school failure include:

- Drop out rates exceeding 50% in some urban neighborhoods
- The "slippage" of educational attainment during summer months
- The excessive number of high school graduates who are illiterate

- Declining test scores
- Increase of violence in the schools

"In today's world, a youngster who leaves school unable to read, write, and do simple arithmetic faces a bleak future. When a substantial proportion of boys and girls leave school uneducated, the rest of us face a bleak future." (Schorr, 1990)

Increasing evidence supports the notion that it is the early elementary grade experience that later contributes to underachievement, truancy and dropping out. "For an astonishingly high proportion of youngsters in serious trouble as adolescents....most had had many years of unrewarding and unhappy school experiences before they ever got to high school. Their school difficulties had begun in the elementary grades. School failure and poor reading performance as early as third grade, truancy, poor achievement, and misbehavior in elementary school, and the failure to master school skills throughout schooling are among the most reliable predictors of early childbearing, delinquency, and dropping out of school." (Schorr, 1990)

This evidence is consistent with our experience running two alternative middle schools over the past 20 years, the Log School and Little House Alternative Schools. The typical profile of one of our students in the alternative school is that of a 13 year old who has not attended school for three months or more. The individual has been involved with the criminal justice system charged with possession of drugs, or assault and battery. Many were victims or perpetrators of violence in their previous school. Nearly every student lives in a single parent family or with a guardian or foster parent. Some are homeless, living with friends or moving from house to house. The parent is usually ill or involved with some level of substance abuse including alcohol. There is no history in the household of recognizing or rewarding academic achievement.

"Children come from families that can not provide them with elementary things like how to say, "Good Morning, (and) Thank You".... On the other hand you have staff that often doesn't understand that that is the problem. The children are in foreign territory." (Comer, 1990.)

The majority of our alternative school students live in Dorchester, Roxbury or South Boston. The majority live in North Dorchester. The family poverty rate in Dorchester is one of Boston's highest at 34%; this number jumps to over 43% for youth below age 18. Last year, teen homicides were up 16% over the 1992 rate, and frequent incidences of gang violence have created a **sense** of hopelessness and fear among our young people and their families. On Bowdoin Street, for example, many children and teens have witnessed shootings, drug sales, and arrests **within their** neighborhood this year. In Uphams Corner, another Dorchester neighborhood, residents cited "Public Safety" and "Youth" as their top priorities in a recent survey of community needs.

Waiting lists at both the Log School and the Little House Alternative School are long and the calls from principals, probation officers, DSS workers, and youthworkers are frequent. Last spring and this fall the Little House received (7) nine year old referrals from the Boston Juvenile Court. All were CHINS children. We also received a referral from DSS for a 12 year old girl.

Her caseworker chose the Little House because she thought that the girl could bring her 3 month old infant to the day care center there. *These examples and many others underscore the need to establish an option outside of the Boston Public School system for elementary and middle school children.* Five years ago our students ranged in age from 14 -16; today they range in age from 11 to 15. Court probation officers concur that the average age of the children in their keep is decreasing every year. Kids, who by the age of 10 or 11 are drug and court involved have already experienced years of failure. The intense alienation and sense of failure in children so young diminishes greatly their chance of success later in life. "Consequences of alienation become most apparent when...children reach the age of about eight. Around this age they are expected to progress academically at a rate that begins to exceed their level of development." (Comer, 1988.)

Charter Schools: Addressing the Need

Schools today do not reflect the avalanche of research that demonstrates the degree to which children differ in their learning styles. The rigidity of the traditional mode of teaching and schooling precludes us from addressing the true educational and emotional needs of the child.

The ways in which The Neighborhood House Charter School can effectively address the needs of children living in poverty or experiencing alienation from their current school setting are summarized below:

Status Quo

Large class size
Grouping by ability
Parental estrangement from the school
Lack of support services
180 school days
Lack of staff development
Decisions made centrally
Low teacher expectations
Low pupil performance
Inconsistent standards unevenly applied
Lack of school improvement mechanism
Limited personalized instruction
Textbook learning
Classroom learning
Assumes one learning style
School is isolated
Educational needs identified
Student as passive learner

Charter School

Small class size
Grouping by interest
Parental involvement
Support services on site
227 school days
Staff development high priority
Decisions made at school level
High teacher expectations
High pupil performance
Consistent standards applied evenly
Continual Quality Improvement
Greater personalized instruction
Integrated Curriculum/Activities
Learning in and out of classroom
Recognizes many learning styles
School is part of community
Educational/emotional addressed
Student as active participant

School Demographics

The Neighborhood House Charter School will be located in or around North Dorchester, probably in the Fields Corner, Codman Square, or Uphams Corner neighborhoods. The Log School and Little House settlement houses, each satellite sites of the Neighborhood House Charter School, are located in North Dorchester. The two satellite sites have been secured and currently house alternative education programs for middle school students. Several building locations have been identified for the main school building. These sites are described under Section 15, Building Options.

While the general concept of our school could be transferred to any urban community, The Neighborhood House Charter School needs to be located in Dorchester, preferably in North Dorchester. One of the basic tenets of the school is the belief that the school and the neighborhood community are one. Education takes place in the context of community. The Neighborhood House grew out of the FDNH settlement houses, all of which are located in Dorchester. Our expertise, experience and commitment lies in the Dorchester community. The settlement houses, will serve as learning laboratories for the majority of young people who enroll in the school, making close proximity and sameness of neighborhood essential to the operation of the school.

Unique Characteristics

Sadly, the characteristics of many of our students are not unique. The majority will be poor, and live in neighborhoods plagued with the fear of violence and the presence of gangs and drugs. The majority will live in families where the needs of the adults often outweigh the needs of the child. Drug and alcohol abuse is present in some form among half of the families of the students we intend to serve. Many of the students served by The Neighborhood House Charter School will have been failed by the public school system, failed by their parents and failed by programs designed to help. Some of our students as young as nine years old will not have attended school for more than half of the scheduled days during preceding academic year. Though the school will strive to serve the needs of an underserved population, our policy is not to exclude students because of this goal. Please refer to our Admissions Policy.

Enrollment

The school will eventually enroll 135 students. In Year One (1994-1995) we are planning enrollment of 45 students. In Year Two enrollment will expand to 135.

The Neighborhood House Charter School will enroll children at the K-8 levels of education. The school will have the ability to serve older children up to the age of 16 who have not completed the eighth grade.

Planned Enrollment Fall 1995

Kindergarten	15
First Grade	15
Second Grade	15
Third Grade	15
Fourth Grade	15
Fifth Grade	10
Sixth Grade	10
Seventh Grade	10
Eighth Grade	10
Sixth-Eighth Grade	20 (ages 14 - 16)

Total = 135

Recruiting and Marketing Plan

Currently, our two alternative schools (40 seats) are filled and keep a sizable waiting list. Students are currently referred by probation officers, the Department of Social Services, neighborhood youth workers and Boston Public School East Zone principals.

The Neighborhood House Charter School will announce its open enrollment period (December - January 1995) in the Boston media including newspapers, radios, direct mail and small posters. Announcements will be sent to the Dorchester Community News, Bay State Banner, Dorchester Argus Citizen, Dorchester Reporter, South Boston Citizen, Roxbury Community News, La Semana and the local Vietnamese and Cape Verdean newspapers. Announcements will also be mailed to a citywide list of over 200 community based organizations. This list, which is updated regularly, is currently used by FDNH in recruiting new employees.

Potential students and their families include students who have dropped out of school, are court involved or who are struggling with academic, emotional or behavioral problems in their current school setting. These students are known by youth workers, DSS case workers, the Department of Youth Services, Boston Juvenile court, Boston Police Area C Community Youth Services Officer, family advocates at FDNH settlement houses, social workers at child welfare agencies and Boston Public School teachers and principals. Therefore, a concerted effort will be made to reach out to **these** individuals (the majority of whom are known to us) to recruit and refer students to the school. A personalized letter will be mailed to the above individuals and a follow up call will be made by school personnel.

It is our hope that the Boston area Charter Schools will meet and work together on a regular basis. In this context, the Charter Schools could collaborate on a general information piece to be distributed citywide, while each school could conduct its own specific outreach to its targeted population.

Admissions Policy

The Admissions Policy is designed to identify and reach out to children and families in the greatest need of an alternative to the schools available to them. A brief summary of the admissions process is outlined below. There are four action steps that the family must take prior to the beginning of the school year. (Informational meeting, application, orientation, and contract signing)

Fall/Winter:	Informational Meeting (strongly encouraged but not required)
January:	Application Completed
February:	Lottery held; Notification of Status; Wait list established (February)
March - May:	Intake, Assessment and Orientation
April - June:	Intake, Assessment and Orientation of Wait List families
August:	Family member/guardian signs contract
October or March:	Family enrolls in Nurturing Program

Informational meetings will be held in English, Spanish, Cape Verdean and Vietnamese. Multi-lingual, multi-cultural school personnel will be available to assist families with filling out the application for those speaking a language other than English or lacking basic literacy skills. In Year One, applications, available in multiple languages, will be mailed to inquiring families or may be picked up at the Log School, Little House or the FDNH Central Office. (During Year II, applications may be picked up at the main school site.)

Applicants must meet one or more of the following criteria in order to be eligible to apply to The Neighborhood House Charter School:

- Reading or math achievement two years or more below grade level
- Average grades of C or below
- Absent from school for 30 days or more the preceding academic year
- Victim of violence at school or on the bus
- Perpetrator of violence
- Suspended from school more than once
- Victim or witness of violence in the home
- Developmental or behavioral problems not addressed in current school setting
- DSS involved family
- Dorchester resident

In addition, families must acknowledge their willingness to participate in the Nurturing Program, an intensive parenting/family skills program, for either a four week or 16 week session. Please refer to Appendix B for more information on the Nurturing Program. A family member or guardian must also acknowledge his/her willingness to sign a contract with his/her child's teacher that includes standards for attendance and homework.

Because one of the basic objectives of the school is to create a learning community in the broadest sense, we will encourage Dorchester residents to apply to the school. We are requesting at this time that a minimum of two thirds of the seats at the school be reserved for Dorchester residents. We believe that this criteria is still within keeping of the spirit of the legislation because Dorchester is the largest and most diverse community in the city of Boston. If this request is granted, we will maintain two pools of applicants -- Dorchester and non-Dorchester residents. The students will then be selected by lottery, pulling from the Dorchester and non-Dorchester pools. If the request is not granted, we will continue to select using one lottery pool.

Profile of Founding Coalition

The original founding coalition represents a dynamic and eclectic group of teachers, youth workers, social workers, family ecologists, educators, artists and managers. Many of the individuals envisioning the school have worked together with families and youth in Dorchester over the past two decades.

The initial group was convened by **Kristen McCormack, Executive Director of Federated Dorchester Neighborhood Houses**. Ms. McCormack earned her undergraduate degree from the University of Massachusetts College of Public and Community Service in Community Planning and Human Services Management. She also holds a Masters Degree in Business Administration from Boston University. Prior to earning her degree in Community Planning, Ms. McCormack majored in Urban Elementary Education at the U-Mass/Amherst School of Education. She completed her one year teacher training at the Cambridge Alternative Public School teaching fourth and fifth grade students. Ms. McCormack is also a middle school and high school graduate of one of the first public "free schools" in Massachusetts, the Bent Twig School. This K-12 experiment (later transformed by the local School Committee into the "Independent Learning Center") was sponsored by the School of Education at the University of Massachusetts Amherst and Princeton University. Ms. McCormack is a member of the Board of Directors of the Boston Private Industry Council and the Metropolitan Boston Housing Partnership. She lives in Dorchester with her husband and three children.

Biographies of the members of the founding coalition and those who will lend their administrative or program services to the school appear in Appendix C. Key members of the coalition who will form the core group working together over the next year include:

Joseph Carpineto, Director, Log School Settlement House

Anne Nee, Director, The Little House

Sharon Shay, Ph.D., Dorchester CARES Project Director

Sandra Wixted, Consultant

Lyle Kirtman, Educational Consultant

Deborah Aspen, Ph.D., Director, Surround Care Collaborative

Ron Homer, Education Coordinator, Log School

Marianne Kimball, Education Coordinator, The Little House

Glynn Lloyd, Teacher, Log School
Mary Gerdes, Teacher, Little House
Wilbur Brown, Youth Worker, Log School
Noemias Mendes, Family Coop Manager, Log School
Maria Fontanez, Family Advocate, Dorchester House
Curtis Ballentine, GED Teacher, Log School

While these biographies include a number of individuals who will be involved with the school on a full or part time basis, we have not yet recruited all of the teachers or the Principal. As requested in the cover letter, we are hopeful that through the Charter School selection process, one or more candidates might be identified and referred to us for consideration.

The founding coalition is most closely affiliated with Federated Dorchester Neighborhood Houses and Dorchester CARES, a five year federally funded demonstration project aimed at curbing the incidence of child abuse and neglect in the Bowdoin Street neighborhood of Dorchester. FDNH, including the Log School and Little House, are affiliated with an extensive array of nearly 100 collaborating schools, educational programs and non-profit organizations. Appendix D includes a full listing of entities that currently collaborate with Federated Dorchester Neighborhood Houses. It is expected that we will call on many of these organizations while further developing the school.

If Charter status is granted, the founding coalition will immediately begin to recruit the Administrator/Principal and remaining teachers in order that they be fully involved in the further development of the school. There are no plans to expand the founding members or organizers beyond those described in the Appendix. However, we expect to gain the insight and support of local youth workers, neighborhood merchants, civic organizations, youth services police officers, and other neighborhood leaders as we move forward with the planning process. This will occur through focus groups and the attendance of school organizers at planned business, civic and neighborhood meetings.

Timetable

A timetable of events leading to the opening of the Charter School in the fall of 1995 is included in Appendix E.

The Neighborhood House Charter School will formally open its doors in the fall of 1995 (Year II.) We will ~~operate~~ our two middle schools in 1994 using it as a transition year (Year I). This means that the teachers currently affiliated with the alternative school sites will be involved with the planning of The Neighborhood House Charter School. We will also pilot some of the curriculum ideas, gain input from the students and parents on curriculum and activities and enable the students to assist with planning (i.e. the Code of Conduct, facility planning).

1994 Project Overview - Week

January	February	March	April	May	June	July	August	September	October	November	December
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1995 Project Overview - Week												December																																					
Project/Activity	January			February			March			April			May			June			July			August			September			October			November																		
	Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
NEIGHBORHOOD HOUSE CHARTER SCHOOL	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49
Legend: * - Completed * - Underway	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49

RECRUITMENT: STUDENTS
APPLICATIONS ACCEPTED.

LOTTERY HELD

INTAKE, ASSESS, ORIEN.
FAMILY CONTRACT

IEP DEVELT

NURTURING PROG.

SCHOOL OPENS

RECRUITMENT: STAFF
ADVERTISING

INTERVIEWING
START DATE

SCHOOL COUNCIL ESTAB.

MONTHLY MTGS.
TRAINING

CQT PROCESS ONGOING

SITE PREPARATION

BD. APPROVAL OF BUDGET

BD. APPROVAL OF STRDS/COMP.

FINAL CURRIC. COMPLETE

IEP REVIEWED (MONTHLY)

" W/PARENT (QUARTL)

SELF ASSESS TOOL FINAL

YEAR II GOALS/OTEC ASSESS

(ODIPY AND TRACE)

Charter School Application:

PART II

Evidence of Support

To date, Federated Dorchester Neighborhood Houses has gained deep and broadbased support in the community for founding The Neighborhood House Charter School. Over thirty letters of support appear in Appendix F ranging from local elected officials to the local merchants association to current students and parents. The Judge Baker Children's Center; Dr. Barry Zuckerman; Georgette Watson of the Governor's Alliance Against Drugs; Suffolk County District Attorney Ralph Martin; Linda Carlisle, Commissioner of the Department of Social Services; Judge Poitras; City Year and the College of Public and Community Service at U-Mass as well as many other individuals and organizations have written letters of support for our current and proposed educational work in Dorchester. Many have pledged to provide services (counseling) as well as technical assistance (evaluation).

The Fields Corner/Bowdoin Street Healthy Boston Coalition has pledged its support. The purpose of the coalition is to bring together neighborhood institutions, organizations, residents and merchants to tackle common problems. It is expected that the Principal would attend meetings of the coalition on a regular basis and that coalition members will become involved with the school.

Support for our existing alternative schools, the Little House and Log School, was clearly demonstrated when the schools were threatened with closure due to lack of funds three years ago. The students, parents, teachers and the community rallied to save the schools (See press clips in the Appendix I.) The students garnered the support of local elected officials, child advocates, and others and successfully petitioned the Commonwealth and the City of Boston to keep the schools open. Today, funding is still sought year to year and is subject to the vagaries of state and city funding priorities.

Educational Program

Educational Philosophy

"All children **learn** best when parents and teachers share similar visions, when there is a sense of constancy between home and school," says sociologist Sara Lawrence Lightfoot. "A generation ago, schools didn't have to work as deliberately and self-consciously at developing that relationship as they do today."

The Neighborhood House Charter School is committed to implementing a curriculum that integrates subject matter, skill areas and activities appropriate to each child's stage of development and learning style *with the support and participation of the family*. While this may sound challenging (and it is!), our experience at the settlement houses shows that when school services and activities are relevant to the whole family and serve to reduce stress, parental

participation will be high.

Emphasis on applying skills, deep understanding and cohesive knowledge will be combined with the traditional building blocks of reading, writing and math. Learning activities will be challenging and engaging. Varied grouping arrangements that extend beyond conventional age-based groups will promote student interaction and cooperative efforts.

"The benefits of preschool education for disadvantaged children often fade by the time children enter 3rd grade. One reason is that many elementary schools break sharply with the principles of good preschool education....The preschool emphasis on play, exploration, and imagination is replaced in elementary school by an emphasis on rote learning and basic skills instruction. The latter approach...can permanently push disadvantaged children into the educational slow lane. A growing body of research shows that elementary school practices which reflect and reinforce the principles of high-quality preschool education have lasting benefits for children at risk."

- National Commission on Children
Increasing Educational Achievement, 1992

Standards and Competencies

While flexibility will be maintained about where, when and how the child learns, the "what" will be clearly established in the form of standards and competencies. Standards and competencies will be set and measured in the following skill areas:

Basic Skills: (math, language arts, science, geography, cultural studies, current events, art, music, physical education)

Family & Community Life Skills: (peacemaking, nurturing, violence prevention)

Self-Development Skills: (ethics, self assessment, community service, choosing a high school)

Life Skills: (nutrition and cooking, hygiene, safety, transportation)

Pre-Vocational Skills (age 12 and up) (career exploration, apprenticeship, job applications)

Standards set in the Basic Skills areas will meet or exceed the standards set by the State Board of Education.

Curriculum

While the full curriculum has not yet been developed, it is expected that the teachers and staff will work together to complete an integrated educational experience spanning grades K - 8. The curriculum will integrate academic skill areas with non-academic skill areas within a particular grade. Each year the curriculum builds on the learning experiences from the previous year.

Self development skills are emphasized throughout the curriculum. Students learn at an early age how to assess their own strengths and weaknesses, how to set goals and measure their own progress against these goals. Self-assessment is a constant and ongoing process for the students. This process is supported by the journal writing requirement beginning in the first grade.

Practicum

Each student at The Neighborhood House Charter School is expected to complete one full year of education outside the school at the Log School Settlement House or the Little House (satellite school sites). This practicum will usually occur during the 7th or 8th grade. The purpose of the practicum is to achieve certain competencies in a broader, more diverse setting. Students spend a substantial portion of their day outside of the classroom, working in the day care center, participating in a student run food business, helping out with the food pantry, planning events, participating in community coalition efforts, meeting with local elected officials and working with the media. Lauren B. Resnick has pointed out that there are major differences between learning in and out of school, differences that prevent many otherwise bright youngsters from succeeding in school. (Lauren B. Resnick, Learning in School and Out, Educational Researcher, December 1987 pp 13-20). Mastery of certain standards within academic and non-academic areas must be achieved by the student prior to selecting a practicum site.

Town Meeting

Town meeting is an integral part of every morning in each Charter School classroom. The adult version of "Circle Time," the purpose of the Town Meeting is to foster community, cooperative learning and integrate the affective elements of each child's learning process. at the Charter School. The regular meeting time is a place to set a common vision for the classroom, agree upon rules of behavior and solve problems.

The Nurturing Program

The Nurturing Program is a core requirement for families and children at the school. The Nurturing Program is a series of classes for families to take together. Sometimes these classes are brought to one family in their home. Most often, they are held at a central meeting place, in this case, the school. Parents and children attend the Nurturing Program together and learn the same skills. The overarching goals of the Nurturing Program are to:

- To develop positive self-concept and self-esteem in all family members
- To build empathetic awareness of the needs of others
- To teach alternatives to hitting and yelling
- To increase awareness of self needs, strengths and weaknesses
- To increase family communication and expressiveness
- To substitute nurturing parenting behaviors for abusive parenting practices
- To build family support and cohesion

- To learn to have fun as a family

"Key to academic achievement is to promote psychologic development in students, which encourages bonding to the school. Doing so requires fostering positive interaction between parents and school staff, a task for which most staff people are not trained." (Comer, 1988.) For this reason, every staff member at the school will be required to participate in a 16 week session of the Nurturing Program. Approximately 30% of the staff and parents will also become trained facilitators after completing the initial Nurturing Program sessions.

High School

During the 7th and 8th grade students explore options for high school. Our goal is to ensure that graduates seek out the most appropriate high school for their learning style and interests. The education provided at The Neighborhood House Charter School will prepare students for a wide variety of high school experiences. Students will be equally well prepared to enter an academic, vocational, apprenticeship or school to work program.

Teaching Methods

If there's a single bet we've missed over the years, it's making kids sit quietly at their desks instead of letting them work with each other.

-Joel Thornley, Superintendent,
Hayward Schools, California

Some students need more time to complete a task than another, and most learn better through one method than another. Some learn best by reading chapters in a book, others by watching and listening to a videotape, and still others by direct experience. Some children comprehend new material most readily when they analyze it in a teacher led seminar, others when they teach it to younger students or when they grapple with it alone.

- Albert Shanker

We believe **that** all students will learn, but not all in the same way. The Neighborhood House Charter School will employ teaching strategies that meet the needs of the children. However, this doesn't **mean that** we will "wait and see" who shows up on the first day of class. Knowing our student population so well provides us with some clues about what will work and what won't. The Neighborhood House Charter School will employ teaching methods which engage students in activities in the classroom and in the community. Lauren B. Resnick has pointed out that there are major differences between learning in and out of school, differences that prevent many otherwise bright youngsters from succeeding in school. (Lauren B. Resnick, Learning in School and Out, Educational Researcher, December 1987, pp 13-20.) It is essential that our students have the opportunity to learn by doing and learn by teaching. These opportunities will be

afforded through several methods including:

- * Cooperative Learning
- * Confluent Education
- * Team Teaching

Cooperative Learning

As described in great detail in Thomas Lickona's book, Educating for Character, 1992, the benefits of cooperative learning are these:

1. Cooperative learning teaches the value of cooperation
2. Cooperative learning builds community in the classroom
3. Cooperative learning teaches basic life skills
4. Cooperative learning improves academic achievement, self-esteem, and attitude toward school.
5. Cooperative learning offers an alternative to tracking.
6. Cooperative learning has the potential to temper the negative aspects of competition.

Specific classroom applications of cooperative learning include but are not limited to Cluster Group Seating, Team Testing, Whole Class Projects and Learning Partners.

Confluent Education

Confluent education refers to the integration of the affective (emotional) and cognitive (intellectual) elements in individual and group learning--sometimes called humanistic or psychological education. Though hardly a new style of teaching, its potential is extraordinary given our current circumstances in the inner city. Increasingly, students are exposed to violence on the street, on the bus, in the home and in the classroom. One out of three children under the age of 16 have witnessed a shooting or stabbing in their lifetime in the City of Boston. Violence is a primitive response in a person--often the last response when all else has failed. "When a breakdown in communication is complete, those involved are so frustrated that violence may well break out, especially when the issues are felt to have deep personal relevance." (George Isaac Brown, *Human Teaching for Human Learning: an introduction to Confluent Education*, 1971)

Confluent teaching recognizes that students are both thinking and feeling individuals. Whenever a student learns intellectually there is an accompanying emotional dimension. Where current schooling fails is in its inability to acknowledge the emotional dimension. Without that acknowledgement it becomes nearly impossible to engage the student in cognitive learning. The relevance of combining emotional and intellectual learning becomes increasingly apparent as students arrive at school emotionally charged by episodes of domestic violence, gang violence and the loss of loved ones. All too familiar is the teacher's lament, "I can't teach these kids. They have so many other problems that get in the way."

Complementary Teaching Styles

When hiring teachers, the Principal and the School Council will seek teachers whose teaching styles complement one another while being consistent with the overall philosophy of the school.

For instance, a teacher who has experience teaching cooperative learning may be paired with someone with more apprenticeship or community learning experience.

Our teaching strategies will actively engage students in critical thinking rather than expecting rote learning through passive roles.

Teachers will work in teams. The teaching teams will determine how children will be grouped, use of resources in and out of the classroom, how the school day will be organized, how much time to devote to each subject, who will serve on the School Council, etc.

School Calendar

The Neighborhood House Charter School will operate year round or a total of 227 school days. Vacation schedules will be determined by the School Council (whether or not to take vacations during the same time as the Public Schools). The summer program will differ in activity level, though the curriculum is still teaching to the standards and competencies of the school. For instance, K - 5 somewhat

Student Performance

Student assessment must not only reflect mastery of basic skills, but also of social, behavioral and higher order skills. This presents a challenge to educators used to choosing between standardized testing and competency based evaluation of student performance.

Portfolio

We believe a combination of testing and demonstration of competency in each skill area will objectively measure the student's performance against his/her goals. A permanent record of the child's work and progress will be maintained through a Portfolio which travels with the child from grade to grade and school to school.

Individualized Learning Plan

The Teacher and Family Advocate will develop an Individualized Learning Plan (ILP) for each student and his or her family enrolled at The Neighborhood House Charter School. The ILP documents the academic and non-academic goals for the student for the school year. A baseline ILP including a detailed description of core competencies will be developed for common academic and developmental stages of children K - 8. However, during the intake and assessment process, specific individual goals will be developed and agreed upon by the Teacher, Family

Advocate and Parent/Guardian. If a family counselor or individual counselor is involved with the child at the time of enrollment, s/he will be involved in this process as well. Involvement of the student and at what age is still under discussion. Students age 10 and up will most likely be involved in developing their ILP as well.

It is during at this point in time (September) that the parent will also commit to a Family Learning Plan. Standards of support for the child agreed to by the parent might include:

- Making sure their child attends school on time every day.
- Ensuring that the child has a quiet place to study away from the television (or the television is turned off).
- Ensures that the child reads or completes homework at least one hour each evening.
- Visits their child's teachers or classes at least once each semester.
- Enrolling in the Nurturing Program with the other members of the family for either 4 or 16 weeks.
- Participating in the Family Coop (Family Cooperative includes emergency food and clothing, drop in child care, GED or ESL classes and the Nurturing Program. Parents or guardians exchange their volunteer time for services.)

Support services will be present at all times to assist parents with meeting the requirements of their learning contract. (i.e., transportation, drop in child care, food and in some cases stipends for Lead Volunteers.)

Frequency of Review

Progress on the goals set forward in the ILP will be reviewed quarterly by the teacher, parent, family advocate and, in some cases, the child. If a family or individual counselor is involved with the child at the time, s/he will participate in the meeting as well.

The Individualized Learning Plan will reflect goals and objectives in each of the following skill areas:

Basic Skills (math, language arts, science, geography, cultural studies, current events)
Life Skills (nutrition and cooking, hygiene, safety, transportation)
Pre-Vocational Skills (age 12 and up) (career exploration, apprenticeship, job applications)
Family & Community Life Skills (peacemaking, nurturing, violence prevention)
Self-Development Skills (ethics, self assessment, community service, choosing a high school)

Lack of Progress

Several options are available to students who are not meeting their goals:

- Altering the teaching team to which the student is assigned;
- Re-evaluating whether or not the school has the capacity to meet the needs of the student;

- Individual tutoring;
- Reviewing the original goals that were set to ensure they remain appropriate (have circumstances changed that would affect the achievement of specific goals);
- Reviewing history and current performance to detect an undiagnosed learning disability;
- Reviewing the teaching style and altering accordingly.

It will be determined during the quarterly review whether or not the student is or is not achieving his/her goals and the follow-up action steps to be taken.

School Evaluation

The Neighborhood House Charter School will be guided by the process of Continual Quality Improvement (CQI). This philosophy considers "every defect to be a treasure" where we continually identify our weaknesses and learn from our mistakes. This process allows the management and staff of the school to ask:

Is the organization doing the right things?

Is the organization doing these things well?

Is the organization continuously improving its performance of important functions, including its results?

The framework for continually improving performance at The Neighborhood House Charter School appears in Appendix G.

The overall performance of the school will be judged using four tools:

<u>Method</u>	<u>Party Evaluating</u>
Self-Assessment	Management Team; Teacher Focus Groups
Objective Checklist	Management Team
Parent Focus Groups	Third Party Evaluator
Overall Evaluation	Third Party Evaluator
Peer Evaluation	Non-Competing Charter School

Each method is weighted evenly toward an overall grade or score of performance.

Self-Assessment

The self-assessment tool will be developed within the context of CQI reflecting the goals, objectives and standards set by the staff and approved by the Board of Directors during 1994. The self-assessment tool will consist of broader open ended question to which one written response from the School Council is required. The Council will be provided with internally generated baseline and comparative data to review prior to completing the Self-Assessment

Narrative. Typical questions may include:

- What are the strengths of the school? What are the weaknesses?
- What worked this year? What didn't work this year?
- What changes will be made next year to achieve goals that were not adequately met this year?
- Are physical facilities adequate? How could they be changed next year?
- What was learned from other Charter School experiences that we might adopt at our school? What could we offer other Charter Schools?
- Are we holding true to our mission? Did we hold true to our stated priorities?
- Did we always know what they were?

When taking steps to make improvements the following questions will be asked:

What is the aim of the improvement?

How will we know a change is an improvement?

What changes can we make that will lead to improvement?

Teacher Focus Groups

Teacher focus groups will be facilitated by a third party interviewer selected by the teachers; the facilitator will tape the focus groups and transcribe and summarize the assessment. The teachers will then review the summary before it is submitted to the School Council.

Focus group questions will be determined during 1994.

Outcome Checklist

The outcome checklist will measure quantifiable accomplishments against prestaed goals or standards. Examples include:

Student enrollment

Student retention

Analysis of school dropouts (who and why)

Average % of individual ILP goals successfully completed (i.e., students achieved 92% of all goals/standards stated in their ILP's)

% of students achieving standards by subject area (i.e., 87% achieved their math standards; 83% achieved their Life Skills standards)

Test Scores (when applicable)

% of Family Contracts signed

of families/individuals enrolled in Nurturing Program

of families/individuals completed Nurturing Program

of families enrolled in the Family Co-op

of parent/guardian volunteers
of parent visits to classrooms
Parent attendance at School Council meetings
Parent attendance at FDNH Board of Directors meetings
Physical facility standard checklist complete (this is a separate checklist which measures facility cleanliness, safety, usefulness, friendliness, adequacy of equipment, etc.)
Number of graduates
Number of graduates gaining admission to high school of their choice
% of eligible students obtaining summer jobs
% of eligible students obtaining summer apprenticeships
% of eligible students obtaining year round part time employment
% of eligible students obtaining internships
of students completing community service projects
Attendance rate of students
Attendance rate of teachers
Attendance rate of staff
Average "whole school" attendance rate
Number of school events held
Community attendance rate at events
Parental attendance rate at events
Turnover rate of teachers
Turnover rate of staff
Number of complaints filed
Lawsuits Pending
Number of injury and incident reports

This list is not inclusive, but is meant to give the reader an idea of what objective measurements can include. The final self-assessment checklist, developed by the teachers and staff and approved by the Board of Directors, will reflect the goals, objectives and standards of the school.

Parent Focus Groups

Parent Focus Groups will be conducted by a third party facilitator selected by the parents. The purpose of conducting parent focus groups is to determine whether or not the school is meeting the needs of **the parents**; whether or not the parents voices are being heard; how to improve parental involvement. It is important that the parent focus group be facilitated by a third party and that **comments are not attributed to specific parents**.

Outside Evaluation

The Overall Evaluation refers to a third party, independent evaluator determining whether or not the school has met its stated goals and objectives, including the achievement of student performance. A third party evaluator has not yet been chosen but possible candidates include:

the College of Public and Community Service at the University of Massachusetts, the Judge Baker Children's Center, the Child Welfare League of America, an evaluator selected by the Executive Office of Education, or another third party evaluator. It is expected that the evaluation component will be funded separately or contributed on a pro bono basis.

Peer Evaluation

The Peer Evaluation component, where Charter Schools are paired with each other, has not yet been developed. The purpose of the Peer Evaluation is to lend and accept expertise at a "comparable level." In other words, there is no other group that will better understand what is going on at the school than a group that is trying to do something similar in another location or with another population. The assessment tool will be developed during 1994.

Human Resources

The Principal will be hired by the Executive Director of Federated Dorchester Neighborhood Houses. In addition to the Executive Director, the interview committee for final candidates will include an FDNH Board member, two current teachers, two students, two parents and one House Director (satellite site.)

Teachers and staff starting in 1995 will be hired by the Principal/Administrator, one House Director and one teacher currently teaching at a satellite site. The Neighborhood House Charter School will abide by FDNH personnel policies and procedures which require that the Executive Director grant final approval for all hiring recommendations. It is rare that the Executive Director overrides the recommendation of a House Director or, in this case, the Principal.

In future years, the Principal, with participation from the School Council, will hire staff.

Teachers, counselors, family advocates and other staff will be recruited through advertising in Boston papers, regional and national educational publications, community mailings and direct recruitment from colleges and universities.

As a general rule, full time teachers will be required to hold Massachusetts Teacher certification in elementary education. A minimum number of teachers certified in Special Education will be recruited. This number will be determined during 1994. Kindergarten teachers must meet Office for Children standards. In some cases, secondary education certification may be substituted for elementary certification (in recognition of the fact that some students may be 16 years of age). Out of state certification will be accepted depending on the experience of the applicant. Extraordinary abilities or experience in a particular subject matter combined with elementary school teaching experience may be substituted for certification in the case of part time specialists. Counselors will be required to hold an MSW, LICSW or LISW depending on the job description. Again, exceptions may be made in the case of demonstrated experience and exceptional

accomplishments. There is no formal education requirement for the position of Family Advocate. Family Advocates should be exceptionally familiar with the community, speak another language in addition to English, and have a driver's license. Formal job descriptions stating minimum requirements will be developed during 1994.

The staff size will vary widely based on how many staff are present in the school on loan from other organizations, how many are part time, whether or not staff who interact with students at the settlement houses are included in the count, etc. The exact number will be determined during 1994. However, the student/teacher ratio in the classroom at any given time will range from 1:5 to 1:15 depending on the activity, class, and student population.

Teachers will be evaluated annually in January. This date provides for an early review of all the teachers within the first year. In following years it is a date that allows significant improvement to be made and monitored prior to the commencement of the summer program. Multiple methods will be employed when evaluating teachers. These are outlined below:

Method	Party
Written Evaluation	Principal/Teacher
Peer Evaluation	Fellow Teacher
Parent Evaluation	Parent to Principal (confidential)

The Principal/Teacher evaluation is weighted at 50%; Peer Evaluation at 25% and Parent Evaluation at 25%.

Employees of The Neighborhood House Charter School will abide by the personnel policies of Federated Dorchester Neighborhood Houses. However, it is understood that there may be idiosyncrasies of school employment that should be carefully defined and clearly delineated in the personnel policy. To this end, the FDNH personnel policy will be revised during 1994 in anticipation of additional school employees in 1995. The current Personnel policy is included in Appendix H.

Staff Development

Teachers and other staff will be evaluated annually by the principal. The evaluation process will include a staff development plan for the faculty member. The individualized plan will state the professional **and** personal goals of the staff person. Specific goals should be developed and pursued in the context of the school goals -- teacher development should contribute to the achievement of school goals. Steps will be taken to accomplish the goals including: mentoring, education outside the school setting, sabbatical or simply taking on a special project at the school to learn about a new subject or skill area (fundraising, child mental health, etc.) Adequate time, to be determined by the School Council, will be dedicated to professional development of teachers and staff.

School Governance

The Neighborhood House Charter School will be run under the corporate umbrella of Federated Dorchester Neighborhood Houses, Inc. (FDNH). FDNH was founded in 1965, merging three settlement houses (Dorchester House, Denison House and The Little House) from the turn of the century. Since 1965 FDNH has founded additional sites, including the Log School Settlement House in 1974. Today FDNH serves 38,000 individuals annually through its settlement houses and programs. FDNH is one corporation with the settlement houses operating under its umbrella. Administrative and fiscal operations are centralized, while program planning and program operations are decentralized. Our Houses are directed by House Advisory Councils. Each Advisory Council nominates one member to join an equal number of at-large members on the FDNH Board of Directors. This model would be replicated for The Neighborhood House Charter School, with the School Council taking the place of the House Advisory Council.

Using this model, programming decisions, goals and objectives, hiring and all day to day operational decisions are made at the local level, in this case the school site. FDNH is a strong proponent of school based management and will maintain a structure which support the most educationally important decisions being made at the school site. The Neighborhood House Charter School will be managed on a day to day basis by the Principal with the School Council serving in a strong advisory role. The roles and responsibilities of each partner are outlined below. We expect these may change during the course of our planning year.

Role of the FDNH Board of Directors

- Approve budget
- Approve Strategic Goals (3 year)
- Approve Annual Goals & Objectives/School Improvement Plan

Role of the FDNH Executive Director

- Supervise Principal
- Supervise preparation of budget
- Raise additional funds for the school
- Provide administrative services (human resources, payroll, finance)
- Approve hiring recommendations from Principal
- Approve Principal hire

Role of the Principal

- Provide vision and leadership at the school site
- Organize and manage the School Council
- Supervise teachers and staff at the school site
- Oversee all programming, curriculum development, and special projects

- Recruit and hire staff (with support from FDNH)
- Participate as a member of the Senior Management Team at FDNH

Role of the School Council

The School Council will be made up of the Principal, teachers, parents, paraprofessionals and community residents.

- Advises the principal on the recruitment and hiring of staff
- Develops the Strategic Plan & Goals and Objectives for the school
- Monitors progress of the school in meeting goals and objectives
- Organizes school wide events
- Develops and approves new programming ideas
- Conducts grassroots fundraising efforts
- Advises in the selection of a Principal
- Advises in the evaluation of the Principal
- Reviews annual budget prior to submission to FDNH

In order for the School Council to fulfill its role, members must participate in School Council training and development programs. These sessions will include group skills training and technical training in the areas of education, child development and community organizing.

Building Options

Federated Dorchester Neighborhood Houses is currently seeking one or two buildings in Dorchester to house its Central Office, the Dorchester Center for Adult Education, storefront space for two youth run businesses, and The Neighborhood House Charter School. It is not necessary that all of these be housed under one roof, but if we could accommodate each program we could share the cost of running the building. Possible sites for the school, and in some instances, all of the programs include:

St. Margaret's Hospital, Cushing Avenue
 St. Peter's, Bowdoin St.
 St. Gregory's School, Dorchester Ave.
 Clara Muhammed School, Magnolia St.
 Cable Raincoat Factory, Sydney St.
 Old Codman Square Health Center, Norfolk St.
 Whitten Hall, Codman Square
 Neighborhood Health Plan building, Dorchester Avenue

FDNH has made preliminary inquiries regarding each of these sites. Our plan is to purchase and renovate an appropriate site. FDNH was recently awarded a \$1.1 million dollar Special Purpose Grant for repairs and renovations to all of our capital facilities. Some of these funds could be

used to renovate an appropriate site.

Thomas Jefferson and other advocates of free public schools believed fervently that an educated populace is the lifeblood of democracy. In their view the school clearly had a political purpose: to socialize children to become good citizens. (James Comer, *Scientific American* , November 1988.)

The Citywide Educational Coalition (CWEC) initiated a series of reports, the first of which was "Curriculum Reform" which surveyed Boston Public School teachers' reaction to implementing specific curriculum objectives identified in 1983 as sweeping reform.

Many teachers think the objectives are inappropriate for their students. "I don't try to do too much. Most of the students have gone through nine years of school and haven't had to open a book. We can't expect that they will in high school." Some teachers feel that by the ninth grade it is too late to try and start teaching students who have not learned much before then. Most teachers feel extremely frustrated by their lack of opportunity to collaborate with other teachers. Many teachers feel that absenteeism contributes to academic heterogeneity as chronic truants fall behind.

APPENDICES

- A. FDNH Mission and Vision Statements
- B. Nurturing Program Summary
- C. Biographies of Coalition Members
- D. Current FDNH Collaborators
- E. Timetable
- F. Letters of Support
- G. Continual Quality Improvement Framework
- H. FDNH Personnel Policies
- I. Press Clips
- J. Bibliography

MISSION STATEMENT

FEDERATED DORCHESTER NEIGHBORHOOD HOUSES

Federated Dorchester Neighborhood Houses serves the community as a catalyst for action and change, helping to build a community of caring individuals. Through a new kind of settlement house, we are helping to build a new kind of community -- where the strength of diversity is valued and where families and individuals have possibilities for personal growth and an improved quality of life in and around Dorchester.

Revised Draft Vision Statement
Federated Dorchester Neighborhood Houses, Inc
January 6, 1994

The aim of the settlement or neighborhood house is to bring about a new kind of community life. It is the home of friendly neighbors, and a center of information, organization, and service. The house should be the center where the neighborhood can find its own self-expression in thought and action.

- Mary Kingsbury Simkhovitch,
Greenwich House, 1926

For what is the Settlement if it is not a clearing house of social needs and a rallying point for the forces for good in its neighborhood?

- Gaylord S. White,
Union Settlement, 1915

Federated Dorchester Neighborhood Houses, Inc. will continue as a leader and a catalyst for ensuring that the urban community works for all of the diverse residents in and around Dorchester. We look ahead with hope to the 21st century as a time for urban centers to flourish and for the people to expand a sense of community that values our differences as strengths and ensures that everyone will have the same opportunity for quality education, jobs, and economic independence. Everyone in Dorchester will know that the services they need for themselves and their families are easily accessible through the multi-lingual, multi-cultural Federated network of care.

We will focus the core of our work on the continuation of the settlement house tradition, where family support services are provided on-site in the neighborhood, and directed by the neighborhood residents. The staff of Federated agencies will serve as organizers and assist in creating social networks among neighbors. Settlement house programs see the individual in the context of family and the family in the context of its surroundings and neighborhood. The purpose of the neighborhood house is to bring about a conscious plan shared by the neighbors themselves which will make of the neighborhood a good place in which to live and work. A staff person or volunteer enables individuals and families to help each other and to recognize and build on their inherent strengths. We will seek to open new settlement houses in neighborhoods throughout Dorchester where social isolation is prevalent and the need is great.

Federated will be a leader in creating and participating in a nurturing network of services, for families, children and seniors, both within and beyond Dorchester, a natural outgrowth of serving our community residents. Federated will seek to formalize strategic partnerships with neighborhood health centers, youth, newcomer, and senior serving organizations as well as the religious community, to provide a continuum of services to meet the needs of families and individuals living in a diverse and multi-cultural community.

Each neighbor will find comfort and hope in his/her contact with a settlement house; this stability creates empowerment, as our neighbors begin to feel more connected, less isolated. Every individual who enters a settlement house will gain a clear understanding that s/he is connected to other neighbors involved in settlement houses throughout Dorchester and beyond. Those who enter our settlement houses also will feel a connection to their own neighborhoods and a sense of their contributions to the world around them.

Federated believes that the underpinnings of change rely on the creation of a learning community, an organization that continually expands the capacity to create its future. The work of creating an urban community that works for all of its residents cannot be realized through services alone. The Federated community will serve as a catalyst for neighborhood advocacy and action. Whether the advocacy involves neighborhood organizing and action, or efforts to influence or create public policy and legislation, we will work with all of Dorchester to create an environment that allows people to live productive and enriching lives. Federated seeks to create roads to economic independence through educational opportunities, job training, and job creation

We extend an invitation to all the people of Dorchester to join us in fulfilling our mission

What is Nurturing?

Who is the Nurturing Program For?

Nurturing is the ability to care for and foster growth in yourself and others.

A Nurturing Program is for ANY FAMILY that wants to get along better, communicate more, and feel closer to each other.

Everyone in a family — parents and children — need to be nurtured.

We all need limits and rules.
We also need
understanding, warmth, respect, and
trust

All these are part of nurturing.
praise.

What is the Nurturing Program?

The Nurturing Program is a series of classes for families to take together. Sometimes these classes are brought to one family in their home. Most often, they are held at a central meeting place where several families can come together in a group to learn nurturing skills.

Parents and children attend the Nurturing Program together and learn the same skills. This helps families get along better and to establish a nurturing way of life.

What is Taught in the Nurturing Program?

This program will help you explore how you have learned to nurture yourself and others. As a result of being in this program, you and your family members will learn how to:

- handle feelings, communicate needs, recognize the needs and feelings of others, and take charge of one's behavior.

- o have warm interactions and communications with each other.

• establish nurturing routines for regular family affairs such as meal times, bed-times, chores, bath times, diaper changing or toilet training.

- o replace hitting or yelling as behavior management with other, more effective discipline techniques, such as redirection, time-out, choices and consequences, ignoring, praise, family rules, problem solving and verbal management

- handle stress and anger.
- gain a sense of personal power and feel good about oneself.

- o recognize the need for healthy touch.
- o enjoy each other and have fun.

Denison House Maryanne Nee	287-8941
Dorchester House Maria Fontanez	282-3230 ext 232
Log School Settlement House Janet Connors	288-6668

Resumes of Coalition Participants

Kristen J. McCormack: *Executive Director, Federated Dorchester Neighborhood Houses*

Sharon Williams Shay, Ph.D.: *Director, Dorchester CARES*

Deborah A. Aspen, Ph.D.: *Director of Teen Arts Programming, Federated Dorchester Neighborhood Houses*

Sandra Wixted: *Consultant*

Lyle J. Kirtman: *Educational Consultant*

Joseph B. Carpineto: *Director, Log School Settlement House*

Kevin Lee Hepner, CPA: *Chief Financial Officer, Federated Dorchester Neighborhood Houses*

John F. MacDonald, Jr.: *Volunteer Coordinator, Federated Dorchester Neighborhood Houses*

Marianne Kimball: *Education Coordinator, The Little House*

C. Ann Shoufler: *Teacher, Log School Settlement House*

John Curtis Ballantine: *Teacher, Log School Settlement House*

Mary Kathryn Lausier: *Teacher, Log School Settlement House*

Glynn Lloyd: *Job Developer, Log School Settlement House*

Mary Gerdes: *Teacher, The Little House*

Maria Fontanez: *Family Advocate, Dorchester House*

Khanhyen Thi Ta: *Family Advocate, Dorchester House*

Noemias Monteiro Mendes: *Family Cooperative Manager, Log School Settlement House*

Careline Romain: *Family Advocate, Denison House/At Home in Codman Square*

Kristen J. McCormack

27 Upham Avenue Dorchester, MA 02125 (617) 825-4544

Education

Boston University, Boston, MA

MBA, School of Management, 1991.

University of Massachusetts/Boston

BA, Community Planning, 1982. College of Public and Community Service. Advanced concentration in Tax Theory and Public Finance.

Recipient of the 1982 Book Award for outstanding scholastic and community achievement.

University of Massachusetts/Amherst. 1975-1976.

1990 - Present

Executive Director, Federated Dorchester Neighborhood Houses, Inc., Dorchester, MA

Manage and direct an \$9.0 million dollar human service agency. Oversee program development, planning, fundraising, finance and administration of 43 programs at 9 facilities and a 42 acre camp; 350 employees. Services include day care, alternative education, pool and recreation facilities, after school programs, teen centers, ESL and literacy, emergency food and shelter, senior nutrition and transportation, substance abuse and mental health counseling reaching 13,000 individuals annually.

1988 - 1990

Director, Midtown Cultural District Development, Boston Redevelopment Authority, Boston, MA

Directed the development of a comprehensive plan for the revitalization of a 28 block area of downtown Boston. Completed a rezoning of the Midtown area. Directed a detailed community review process resulting in the approval of three mixed use development projects totaling \$1.4 billion dollars.

1985 - 1988

Director, Mayor's Office of Jobs and Community Services, City of Boston, Boston, MA

Directed and managed the City's literacy, summer jobs, CDBG human service, refugee, alternative education, employment and day care initiatives. Managed an \$18 million dollar budget and 160 subcontractors. Secured additional state, city and federal funds. Supervised a staff of 120. Instituted an integrated management reporting system. Implemented the Boston Residents Job Policy resulting in significant increases in jobs for Boston residents, minorities and women. Managed the Boston Employment Commission, Neighborhood Jobstarts, the Boston Adult Literacy Fund and Women in the Building Trades programs.

1984 - 1985

Deputy Director, Budget Division, City of Boston, Boston, MA

Developed and implemented the City's first General Revenue monitoring system; prepared the annual revenue budget; prepared detailed five year revenue and expenditure projections; assisted in the preparation of the municipal tax rate certification; updated the City's fee, fine and license structure resulting in increased annual revenues of \$13 million dollars.

1982 - 1983 Coordinator, Dorchester Youth Task Force, Boston Committee, Boston, MA

Established and directed 10 neighborhood youth councils to increase racial harmony; organized black, white and Hispanic teens and adults to increase the availability of activities for teens; advocated for changes in the juvenile court system, school truancy policy and availability of jobs for teens. Founder of the All Dorchester Sports League.

1982 Associate Director, Project Bread, Boston, MA

Implemented strategies to increase constituent participation in the Annual Greater Boston Walk for Hunger resulting in a 34% increase in pledges. Directed all public information and press.

1982 Associate Producer, WCVB-TV Channel 5, Boston, MA

Produced "Hitting Hard Times," a documentary nominated for the New England Emmy Awards as Best Documentary.

1979 - 1982 Executive Director, Boston Food Bank, Boston, MA

As a founder and the first director, I was responsible for all fundraising, staff recruitment and supervision, financial planning, real estate negotiations, budget development and monitoring and coordination of national and regional food distribution and solicitation.

1978 - 1979 Director, Community Food and Nutrition Program, Somerville-Cambridge Economic Opportunity Program.

Organized farmers markets, van-delivered food for the elderly, and community gardens. Developed community park and garden funded by successful CDBG grant application.

1976 - 1978 Student Teacher and Teacher: Cambridge Alternative Public School; Martin Luther King Day Care Center; Clarendon Hill Kindergarten.

1975 Founder and General Manager of Earthfoods, Amherst, MA.

Professional & Community Service

Member, Board of Trustees, Department of Health and Hospitals, City of Boston, 1993-present.
Member of the Foundation, Massachusetts Eye and Ear Infirmary, Boston, 1993-present.
Member, Board of Directors, Metropolitan Boston Housing Partnership Boston, 1992-present.
Member, Boston Panel of Agency Executives, 1990-present.
Member, Boston Private Industry Council, 1985-present.
Member Boston Arts Lottery Commission, 1990-1991.
Commissioner, Boston Employment Commission, 1990-1991.
Member, Community Needs Determination Committee, St. Margaret's Hospital, 1989-1990.

President, Jones Hill Association, Dorchester, 1982-1984.
Member, Boston Food Bank Board of Directors, 1982-1984.
A founder and member, Fields Corner Community Development Corporation Board of Directors, 1979-1981.
Chairman, Neighborhood Jobs Trust, 1986-1989.

References available upon request.

Resume

Sharon Williams Shay
18 Strathmore Road Apt. 1
Brookline, Massachusetts 02146
617/739-2983

Education

Ph.D. Michigan State University, 1989.
Major: Family Ecology; Minor: Ecological Psychology

M.A. Michigan State University, 1975.
Major: Family Studies; Minor: Child Development

B.A. Michigan State University, 1970.
Major: English Education; Minor: Social Science

Other National Consultants' Invitational Training, 1991. Park City, Utah. Received intensive training from Dr. Stephen Bavolek and certification as a national consultant for the Nurturing Program for Parents and Children.

Erikson Institute, 1986. Chicago, Illinois. Course on Child Abuse Prevention with Dr. James Garbarino.

IBM Community Executive Program, 1983. Tarrytown, New York. Management training for non-profit executives.

Professional Experience

1989 to Present Project Director, Massachusetts Committee for Children and Youth, Boston, Massachusetts. Responsible for development and implementation of Dorchester CARES, a five-year federal demonstration project aimed at strengthening families and preventing child maltreatment through coordination, advocacy, resource development, education, and services.

1989 Coordinator, Project STAR, South Shore Mental Health Center, Boston, Massachusetts. Organized service structure and recruited staff for a four-year demonstration project funded by the Robert Wood Johnson Foundation to build comprehensive, community-based services for children with AIDS and their families.

1985-1989 Founder and Principal Owner, Child Advocate Associates, East Lansing, Michigan. A consulting service specializing in research, evaluation, and program development related to child maltreatment.

1985-1988 Project Manager, Multidisciplinary Team Evaluation, Michigan State University, Institute for Family and Child Study, East Lansing, Michigan. Coordinated statewide evaluation of fourteen community multidisciplinary teams servicing chronic cases of child abuse and neglect.

1985-87 Project Manager, Aware Kids/Safe Kids, a national demonstration of K-5 sexual abuse prevention curriculum, Lansing Public Schools, Lansing, Michigan. Piloted sexual abuse prevention curriculum in two elementary schools, involving administrators, teachers, and parents in planning, training, and implementation.

1977-1985 Executive Director, Child Abuse Prevention Services, Lansing, Michigan. Established family strengthening services, public awareness programs, and an advocacy network to prevent child maltreatment in tri-county region. Organized efforts for passage of Michigan's Children's Trust Fund, the third in the nation. Authored and managed three successive demonstration projects funded by the National Center on Child Abuse and Neglect.

1977-1983 Instructor, Michigan State University, College of Human Ecology, East Lansing, Michigan. Developed and taught upper-level and graduate seminars.

1975-1977 Director, Ingham County Health Department, Office for Young Children, Lansing, Michigan. Established new office to coordinate day care services and improve accessibility and quality of child care in Ingham County.

Publications

1989 Shay, S.W., The Influences of a Community Prevention Program on Parenting Beliefs and Parental Competence, Michigan State University, East Lansing, Michigan.

1988 Boger, R., Griffore, R., Shay, S., Michigan Multidisciplinary Team Evaluation: Final Report, Michigan Department of Social Services, Lansing, Michigan.

1984 Ditson, J., Shay, S., Use of a Personal/Micro-computer to Study Data from Substantiated Child Abuse Cases in Michigan, Child Abuse and Neglect, v.8.

1984 Shay, S., Murphy, S. Scary People: When Touching is Not Okay, Two to Twelve: Current Issues in Children's Development, v.2.

1980 Shay, S.W., Community Council for Child Abuse Prevention, in The Battered Child, 3rd Edition, Helfer and Kempe (Editors).

Deborah A. Aspen

**70 Kittredge Street
Roslindale, MA 02131
(617)323-0977**

Professional Experience:

September 1991 - present. Federated Dorchester Neighborhood Houses, Inc., 232 Centre Street, Dorchester, MA 02124. Coordinator of After School Program. Director of Teen Arts Programming. Multiple sites and artistic disciplines, 30+ staff, 200 students, ages 6-12; 100 teens. Program design and implementation; curriculum development; grants-writing; advocacy and public relations, marketing; teacher training; team building; instructor in both visual and performing arts.

June 1989 - Sept. 1991. V.A.L.T., Brookline, MA 02146. Acting Executive Director of organization encourage creative expression for individuals with head injuries. Organizational management; program development; curriculum development; grant proposal writing, administration, public relations; research.

Sept., 1982 - June, 1989. The Antilles School, St. Thomas, U.S.V.I. Chairperson, Arts and Humanities. Art Teacher, Pre-K through Eighth Grade. Adult Education; Humanities Instructor - 12th grade. Additional work in curriculum and program development, fund-raising, public relations, special events.

Sept., 1980 - June, 1982. University of the Virgin Islands, St. Thomas, U.S.V.I., 00801. Instructor - English Department. Curriculum: English, all levels, ESL to advanced.

Sept., 1977 - June, 1979. Merrimack Valley Textile Museum, North Andover, MA 01845. Supervisor of Teacher Services. Responsibilities included: developing integrated curriculum units with school faculty and administrators; producing slide/tape lectures; promoting use of museum resources for school and public audiences; writing for publications; coordinating Teacher Training workshops. Community and public liaison; grant and proposal writing, research.

March - Sept., 1977. The Schwamb Mill Preservation Trust, Arlington, MA 02146. Curator of Education. Coordinated Education Program: tours; lectures; brochures; publicity; fine arts and crafts classes, and the American Engineering Record Team, National Park Service. Facilities Management, Personnel Supervision, Program Development, Public Relations.

March, 1975 - December, 1976. The Bartlett Museum, Amesbury, MA 01913. Curator. Organizational Management, Fund-raising, Grant proposal writing, Financial Management, Fund-raising and Marketing, Personnel Supervision and Public Relations. Implemented Education and Outreach Programs.

Academic Background:

Columbia Pacific University, San Rafael, California. Ph.D. in Education, 1989
Antioch College, Yellow Springs, Ohio, M.Ed. in Museum Education and communications. 1979.

Goddard College, Plainfield, Vermont. B.A. in Fine Arts, 1973.

Publications and Productions:

Connections: A Textbook for Teaching the New Social History, Ph.D. Dissertation.

Bleak Prospects: Three Centuries of Child Labor in America, M.Ed. Thesis. Also: slide/tape lecture of the same title, accompanying study guide, 1979. Copyrighted. Updated to video format, 1991.

From the Merrimack to the Piscataqua: A Tour of Industrial Sites on the Coastal Slope. Merrimack Valley Textile Museum, North Andover, MA, 1979. Survey includes text and maps. Copyright, 1981.

Various technical articles in the newsletter of "The Society for Industrial Archaeology." Spring, 1979.

Antilles School Alumni Magazine. Article on Art Education - its theory, methodologies, and application, 1984, 1986, 1988.

Scholarships and Awards:

Grant recipient: Fulbright Teacher Exchange, USIA, Washington, D.C., 1989. Silverman Charitable Trust, N.Y., N.Y., 1984. The American Association for State and Local History. The National Endowment for the Humanities; The Massachusetts Council for the Arts and Humanities; The Massachusetts Foundation for the Humanities and Public Policy. 1976 - 1978.

Honors Seminar, Texas Institute for Texan Cultures, San Antonio, Texas. Sponsored by the American Association for State and Local History with support from the National Endowment for the Humanities. Academic credit from the University of Texas San Antonio, Texas, 1976.

Honors Summer Institute in "The American Arts and the American Experience", sponsored by Boston University, Yale University, and the Museum of Fine Arts, Boston. Funded by the National Endowment for the Humanities. Received graduate credit from the listed institutions, 1976.

Internships:

The Society for the Preservation of New England Antiquities, Cambridge St., Boston, Mass. Assistant to Curator of Properties and Decorative Arts., Spring - Summer, 1979.

Jean Kilbourne (Writer, teacher, consultant, lecturer). Research Assistant, Production Assistant. Research and Production - the effects of media, especially advertising, on the image of women. 1978 - 1979.

Jack Borden (NBC anchorman, newscaster), WBZ-TV, Boston. Assistant to Mr. Borden, creating and implementing "For Spacious Skies" non-profit organization that increases environmental awareness through the use of the media. Funding from the National Science Foundation, The National Endowment for the Humanities, and the National Park Service. Summer, 1978 - Summer, 1979. Program ongoing through present.

Professional Affiliations:

Board member: Massachusetts Advocates for the Arts, Sciences and Humanities, Inc. 1991 - present.

Advisory Council member: Child Care Careers Institute

Parents United for Child Care

The Coalition for Latch-Key Children

Mobius

Additional Experience and Interests:

- Extensive travel and living abroad: Australia, Europe and the U.K.; The Caribbean: South Pacific; Central and South America, 1979 - 1990.
- Working knowledge of the Spanish language; some French and Italian.
- Commercial Artist - genre drawings, graphic art and design; photography.
- Sole Proprietorship of yacht provisioning business; gourmet catering, Hirsh Yacht Charter, St. Thomas, U.S.V.I., 1978 - 1980.
- Scuba Diving (NAUI and PADI Certified for Advanced Open Water); wind-surfing, sailing. Logged 5,000+ nautical miles, 1979 - 1980.
- Booking Agent and Festival Organizer. St. Thomas, 1988 - 1989.
- Associate Producer for local repertory theater, St. Thomas, 1985 - 1988. Includes Promotion, Set and Graphic Design, Stage Managing and Acting. Scenic Artist for American Repertory Company, Harvard University, 1989 - 1990.
- **Demonstrated ability as administrator, teacher, writer, lecturer, researcher; interpersonal, supervisory, program planning and communication skills; experience with and understanding of non-profit organizations. 22 years of experience in Education and Curriculum Development.**

204 Lexington Avenue
Cambridge, MA 02138

SANDRA WIXTED

(617) 497-0248

SUMMARY

Recognized leader in non-profit and human service organizations. Particular areas of expertise include:

- Program development
- Planning and evaluation
- Diverse clinical experience
- Government relations
- Fundraising and financial management
- Collaborative programming
- Mediation and negotiation
- Community relations

SELECTED ACCOMPLISHMENTS

- Designed and implemented six innovative service delivery programs that have served as regional and national models.
- Led interagency working groups relating to conflict resolution, domestic violence, homelessness, family support, and multicultural services.
- Introduced statewide system of mediation services for children and families.
- Exceeded fundraising goals in all major program areas.
- Restructured human service agency under tight budget constraints.

PROFESSIONAL EXPERIENCE

CAMBRIDGE FAMILY AND CHILDREN'S SERVICE

1983-1993

Executive Director (1989-1993)

- Managed annual budget of \$1.5 million and staff of 30 professionals.
- Responsible for planning, policy, board relations, fundraising, representation to government, licensing, and regulatory agencies.
- Restructured total organization and eliminated deficit spending.
- Diversified staff and created multicultural programs.

Associate Director and Program Development Director (1985-1989)

- Responsible for management of program operations, contracts, training, and community relations.
- Held prominent leadership role in strategic planning.
- Introduced new directions and services.
- Increased and diversified funding sources.

Director, Children's Hearings Project (1983-1985)

- Facilitated merger of national demonstration project in mediation into community-based agency.

MASSACHUSETTS ADVOCACY CENTER, Boston, MA

1980-1983

Director, Children's Hearings Project

- Created demonstration and research project that tested the application of mediation to juvenile cases in six courts.
- Raised over \$300,000 from national foundations.
- Negotiated with the Massachusetts Department of Social Services to establish a statewide service.
- Delivered training and consultation services to volunteers, practitioners, and administrators in state government and schools.

NORFOLK COUNTY DISTRICT ATTORNEY'S OFFICE, Dedham, MA 1979-1980
Director, Family Service Unit

Created domestic violence intervention programs, trained mental health and criminal justice professionals, implemented policy and procedures for case handling by police, assistant district attorneys, and human service professionals.

JUSTICE RESOURCE INSTITUTE, Boston, MA 1976-1978
Director, Advocacy Center for Family Alternatives

Developed and managed foster care services for juvenile offenders as part of a federal grant with the Massachusetts Department of Youth Services.

BOSTON CHILDREN'S SERVICE ASSOCIATION, Boston, MA 1972-1976
Unit Director (1974-1976)

Managed 14 staff in delivery of child welfare services.

Intake Supervisor and Clinician (1972-1974)

Supervised crisis intervention team and coordinated services for 100 youth per year from the Boston Juvenile Court.

AOI BASHI FAMILY CLINIC, Kyoto, Japan 1971
Supervisor and Clinician

Supervised students and professionals from local courts and agencies.

MARIN COUNTY DEPARTMENT OF SOCIAL SERVICES, San Rafael, CA 1969-1970
Social Worker

Managed diversified caseload, developed community-based office, and represented agency as a member of county real estate board.

VISTA, Tram, KY 1966
Volunteer

Directed education and community programs in rural Appalachian area.

EDUCATION M.A., School of Social Service Administration, University of Chicago 1969
B.A., Smith College 1966

CERTIFICATION Licensed Independent Clinical Social Worker (LICSW), Massachusetts

**SELECTED
APPOINTMENTS
AND ADVISORY
POSITIONS**

- Attorney General's Task Force on Alternative Dispute Resolution, 1990-present.
- City of Cambridge Human Services Strategic Planning Committee, 1990-1993.
- Legislative Commission on Children in Need of Service and Co-Chair, Sub-Committee on Courts and Administration, 1986-1989.
- National Association of Social Workers, Co-Chair, Steering Committee of Legislative Network, 1989-1990.
- Massachusetts Department of Social Services Task Force on Adolescent Services, 1984-1985.

Lyle J. Kirtzman
Home: 19 Sturtevant Street
Beverly, MA 01915
508-927-1831

Business: 86 Dodge Street
Beverly, MA 01915
508-927-3845

Consulting Experience

Management Consultant - November 1979 to present.

- Developed consulting businesses (Management Resource Group) in planning, management and organizational development to serve business, industry and non-profit organizations.
- Formed a corporation (Future Management Systems, Inc.) in April 1987 in order to expand operations and further incorporate technology into client services.
- Expanded consulting services to reach 160 organizations throughout New England which have included corporations, state governments, regional planning boards, and cultural, educational and human services agencies.
- Developed a planning system that, aided by technology, can be used by profit-earning and non-profit organizations.
- Published a booklet entitled, "Key Results Management: Management of the Future."

Long-term projects have included:

- Digital Equipment Corporation- Provided consultation on human resource plans for field management and U.S. employment; determining strategy for affirmative action and consulting to non-profit organizations on planning and management issues.
- Prospect: Cape Cod- Developed a comprehensive plan for the future of all aspects of life on Cape Cod including: the economy, environment, health and human services, land-use, physical systems and services, and housing.
- Cambridge Public Schools- Formulated a three year plan (1985-1988) for both the school system and each school which included a revision of the budget process and an ongoing review of progress towards established goals. Currently, a new three year plan (1989-1992) has been completed and is being implemented.
- United Way- Operated an on-going "Creative Management Institute" which was developed to meet the management needs of human services organizations. A consortium of corporations and the United Way co-funded this program which was administered through United Way offices.

Short-term projects have included:

- Right Associates of Boston, Inc. (Outplacement Counselor/Trainer)
- Fotografiks, Inc.
- Executive Office of Economic Affairs, State of Massachusetts
- Truesdale Medical Clinic
- Governor's Task Force on Education and Technology, New Hampshire and Massachusetts
- BB&K Communications (Health-Public Relations firm)

Completed contracts have included:

- Polaroid Corporation- Facilitated strategic planning "retreats" for Affirmative Action, DIVTECH, and the Career and Performance Management Group.
- Digital Equipment Corporation- Maintained on corporate retainer from January 1983 to January 1984 as special assistant to the Board of Trustees of Cambridge College. Facilitated the implementation of the Key Results Management System and administrative re-organization with the Board of Trustees, President, Faculty, Administration and Students.
- Boston Public Schools- Planning and management consultant from November 1979 to November 1983. Provided organizational development assistance to the superintendent and three deputies. Developed and managed a "Management Training Center" where responsibilities included: supervision of consulting staff and design of training programs for 600 administrators.

Other Related Experience

- Co-owner of "Career Connections - Seminars in Career Transition from Public to Private Sector", 1980 - 1981.
- Marketing Specialist - Clear Writing Workshops for Boston Training Group, 1980 - 1981.
- Real Estate Manager and Salesperson, New York, 1971 - 1979.
- Career Development Specialist and Resident Coordinator, Hartwick College, Oneonta, New York, 1977 - to 1979.

Education

- M.S. in Counseling, 1977, concentration in Career Development, Oneonta State University, New York and Fairfield University, Fairfield, Connecticut
- B.A. in Psychology, 1975, Oneonta State University, New York
- Technical training: Introduction to Microcomputers, Introduction to PDP-11 Minicomputer; and Disc Principles

Resume of

JOSEPH B. CARPINETO

93 Eldredge Street
Newton, MA 02158
(617) 969-4364

SUMMARY

Social Agency Director and Therapist in private practice with extensive experience in working with children and adolescents with substance abuse, school, family, and social adjustment problems. I have gained this experience by working directly with school systems and social agencies. I have been successful with my clients by using a practical, problem-solving approach, as well as, modeling, and humor in an intimate, low-key and non-judgmental style.

**PROFESSIONAL
EXPERIENCE**

Therapist, private practice for adolescents, individual adults, couples and families (1977 - present).

Director and Founder, the Log School Family Education Center, Dorchester, MA. This unique neighborhood-based agency includes an alternative high school, pre-teen after-school program, day care center, family counseling and community arts programs. Funding is from varied public and private sources, including Boston School Department and Department of Social Services. (1974 - present).

Faculty Member, Boston Family Institute, Brookline, MA. Taught family assessment and evaluation courses in this family therapist training center. (1981 - 1982)

Appointed Member, Massachusetts Department of Mental Health Drug Review Board. (1970 - 1972).

Consultant to Department of Social Services on issues of adoption/placement, and Trainer for Middlesex County Court Assistance in Domestic Disputes Program in family therapy techniques for non-therapists. (1978).

Program Director/Supervisor, Dorchester House Multi-Service Center, Dorchester MA. Directed various adolescent services programs for this major Boston-area social service agency. Supervised drug prevention, recreation, tutorial and work-study programs, and University of Massachusetts sociology interns. (1969 - 1974)

EDUCATION

M. Ed., Antioch College, Yellow Springs, Ohio (off-campus program in Cambridge, MA), 1979.

Certificate in Family Therapy, Boston Family Institute, Brookline, MA, 1978.

B.A., University of Massachusetts, joint program in psychology and sociology, 1974.

CERTIFICATIONS

Licensed Clinical Social Worker, Commonwealth of Massachusetts, License No. 19276. (1981 - present).

Principal, Secondary School Level, Commonwealth of Massachusetts. (1980).

Teacher, Social Studies, Secondary School Level, Commonwealth of Massachusetts, (1980).

AWARDS

Outstanding Work in Mental Health, Tufts Mental Health Center. (1970)

PERSONAL DATA

Married, two daughters. Enjoy metal sculpting, jazz, running, and tennis. Excellent health.

KEVIN LEE HEPNER, CPA
Douglas Park #227
650 Columbus Avenue
Boston, MA 02118

EDUCATION

Bachelor of Science in Business Administration, Major Accounting; Shippensburg University, 1981.

Certified Public Accountant, Pennsylvania, 1984.

EXPERIENCE

UNITED SOUTH END SETTLEMENTS, 1989 - PRESENT.

VICE PRESIDENT OF FINANCE AND ADMINISTRATION. Responsible for oversight of all financial and administrative functions including the operation of four facilities. Generation of reports and information necessary to assist the President and Board of Directors in making sound administrative and fiscal decisions. Provide supervision of administrative staff.

Supervise the residential boys camping program. Includes supervision of the camp director, interaction with the alumni association, and writing reports.

Represent the agency at community meetings and hearings. Acting Chair of the South End/Lower Roxbury Healthy Boston Coalition and wrote the proposal to the city for its funding. Founder of the Boston Area Nonprofit Financial Managers Group which currently has 27 members.

UNIVERSITY OF MASSACHUSETTS, COLLEGE OF PUBLIC AND COMMUNITY SERVICE, 1990 - PRESENT.

FIELD INSTRUCTOR. Teach financial management and accounting on a part-time basis. Worked with the faculty of the Community Planning department to revise its financial curriculum for the bachelor of arts degree in human service management.

O'CONNOR AND DREW, CPA'S, 1987 - 1989.

AUDIT MANAGER. Promoted to audit manager effective July 1, 1988. As audit manager I was responsible for managing accounting engagements for clients assigned to me. This includes planning the work, scheduling staff, supervising staff, reviewing all work performed, and preparing billings for services rendered. In addition to the above client related services I was also responsible for reviewing and providing recommendations to maintain and improve the quality control of the Firm. This included the quality control review

KEVIN LEE HEPNER, CPA

of all financial statements. During August of 1988 the Firm accepted my recommendations to implement a new audit approach plan with standard work programs and procedures. The implementation and training of other staff members were my responsibilities.

SUPERVISING SENIOR ACCOUNTANT. Local accounting firm with 70 employees. Performing the following duties: accounting and auditing services including planning engagements, supervising staff accountants and financial statement preparation; tax services including preparation of corporate, partnership, individual and fiduciary tax returns.

CONCANNON, GALLAGHER, MILLER AND COMPANY, 1985 - 1987.

SENIOR ACCOUNTANT. General accounting firm with 70 employees located in Pennsylvania. Clientele includes company traded on the New York Stock Exchange. Performed the following duties: accounting and auditing services including planning engagements, supervising staff accountants and other staff personnel, and financial statement preparation; tax services including preparation of corporate, partnership, individual and fiduciary tax returns; preparation of information returns such as federal form 5500 and form 990. Other work experiences included work with corporate liquidations, corporations in chapter 7 and chapter 11 bankruptcy, and employee profit sharing, pension and other welfare plans.

DRESLIN AND COMPANY, INC., 1982 - 1985.

STAFF ACCOUNTANT. Type of clientele includes several manufacturers, professionals, transportation and construction companies, wholesale and retail businesses, and non-profit organizations including health care institutions, school districts, townships and charitable foundations.

FIRST FEDERAL SAVINGS AND LOAN ASSOCIATION, 1981 - 1982.

INTERNAL AUDITOR. Duties included auditing all offices by performing cash counts, verification of travelers checks and balancing subsidiary mortgage records; and special assignments to assist external auditors, federal examiners, and the delinquent loan committee of the Board of Directors.

JOHN F. MACDONALD JR.

P.O. Box 1094 N. Falmouth, MA 02556

508-563-3104

EXPERIENCE

Volunteer Coordinator, Federated Dorchester Neighborhood Houses Inc.
Dorchester, MA January 1, 1994 - Present

Recruit and train volunteers from Dorchester and surrounding towns; design and implement systems to identify volunteer needs in the agency; create and maintain a database to document volunteer efforts and in-kind donations; work with Director of Development to identify potential donors; create a volunteer newsletter; plan and implement an annual volunteer and employee recognition event.

Interim Director, NOAH Shelter: Housing Assistance Corporation, Hyannis, MA
August 1, 1993 - December 31, 1993

Supervised all full and part-time staff, oversaw all operations of this 50 bed shelter for homeless adults.

Director, Community Fundraising: Housing Assistance Corporation, Hyannis
MA January 1992 - present

- * Develop and direct all phases of community fundraising including:
- * The Cape Walk for the Homeless, a four site event involving 700 walkers and volunteers.
- * WQRC Radio Holiday Appeal
- * Agency's Annual Appeal
- * Director of Volunteer Services, placing and managing 100 volunteers per month.
- * Increased Annual Appeal \$2100 (9%) WQRC Appeal \$3500 (16%)
- * Edit agency's staff newsletter
- * Worked with Board and volunteer fundraising committee to plan and achieve goals

Adult Education Director: Housing Assistance Corporation, December 1990 -
January 1992

- * Launched Cape-wide Adult Education for the Homeless program
- * Developed curriculum, supervised tutors, recruited students
- * Developed and instituted pilot family literacy project at Carriage House family shelter.

Regular Education Resource Room Teacher: Sandwich Jr.-Sr. High School,
September 1988- June 1990

- * Developed programmatic structure, goals, curriculum and referral process for academically and behaviorally delayed students
- * Served on Faculty Advisory Council and Key Committee
- * Piloted peer leadership program designed to developed student leadership skills.

Teacher/Counselor: Dorchester Youth Collaborative, Dorchester, MA
September 1985- August 1988

Responsibilities included development and implementation of Social Studies, Math and Health curriculum; acted as liaison with parents, Boston Juvenile Court and Boston Public Schools; directed student community service projects.

Counselor: St. Francis House, Boston, MA February 1984-September 1985

Developed and implemented policy as one of the founding staff members; designed and conducted needs assessment survey of homeless clients; provided homeless individuals and families with employment, housing and substance abuse counseling.

AFFILIATIONS

Board of Directors, Cape Cod Literacy Council, 9/91-12/93

EDUCATION

Suffolk University, Boston, MA, B.S. Sociology and Government concentration 1985.

MARIANNE KIMBALL
6 Franklin Terrace
Hyde Park, Massachusetts 02136
(617) 364-0731

EDUCATION:

BOSTON STATE COLLEGE, Boston, Massachusetts

Bachelor of Science in Education
Massachusetts Teaching Certification
Massachusetts Supervisor's Certification

NORTHEASTERN UNIVERSITY with *The Boston Globe*

Certificate for "Newspapers in the Classroom"

PROFESSIONAL EXPERIENCE:

THE LITTLE HOUSE, FEDERATED DORCHESTER NEIGHBORHOOD HOUSES, DORCHESTER, MA

Educational Coordinator - December 1991 - Present

- Program advocacy with funding sources and fundraising
- Supervision and consultation with program's teaching staff
- Liaison with court officials and outside agencies
- Documentation of student's progress
- Coordination of all student assessments

Head Teacher - September 1989 - present
September 1979 - June 1985

Teacher in Alternative High School setting emphasizing academic and social/emotional needs

- Classroom management and instruction
- Academic assessments and testing
- Initiated theme-related teaching and a reading program
- Organized recreational and vocational opportunities for the students
- Developed linkages with parents, social service agencies and other support services for the students
- Provide weekly supervision of curriculum and academic consultation for staff

BLESSED SACRAMENT SCHOOL, JAMAICA PLAIN, MA

Teacher September 1977 - June 1978

Teacher in a classroom of varied academic levels.

- Classroom management and instruction
- Devised and implemented a reading program in cooperation with the local library
- Academic assessments and testing
- Participated in faculty meetings and trainings and various parent/teacher meetings
- Responsible for attendance, marking and management of I.E.P.s.

RONALD S. HOMER

29 Fort Avenue
Roxbury, MA 02119
(617) 442-4471

EDUCATION:

1990 - Present **BENTLEY COLLEGE**, Waltham, MA
Candidate for Masters in Business Administration
Expected Graduation Date: May 1995

1989 **XAVIER UNIVERSITY**, New Orleans, LA
Bachelor of Science, Marketing

EXPERIENCE:

2/94 - Present **FEDERATED DORCHESTER NEIGHBORHOOD HOUSES, INC.**, Dorchester, MA
Education Coordinator, Log School Alternative Middle School
Supervise all teaching staff; develop academic curriculum with staff and outside resources; liaison between Log School Alternative Middle School and Boston Public Schools Middle Schools; intake and assessment; develop summer jobs program for students; develop extracurricular activities, i.e., community service.

6/91 - 1/94 **ECONOMIC DEVELOPMENT INDUSTRIAL CORPORATION/BOSTON**, 43 Hawkins Street, Boston, MA
Contract Administrator
Under the supervision of the Program Manager of Youth and Special Projects.
Responsible for monitoring contracts, preparing reports and providing technical assistance to Community-based Organizations.
Accomplishments: Assisted the Private Industry Council improved administrative performance as a result of technical assistance. All of the contracts monitored have passed DET audit thereby contributing to certification of the system.

11/90 - 5/91 **GREATER BOSTON YOUNG MENS' CHRISTIAN ASSOCIATION**, 776 Washington Street, Dorchester, MA
Staff Accountant/Customer Service Representative
Responsibilities included keeping accurate accounts of both Daycare and Afterschool programs budgets, parent fees, membership accounts, and direct billing to state agencies.

SKILLS:

Computer Literate in WordPerfect 5.1 and Lotus 123

C. ANN SHOUELER
21 WINTER STREET
DORCHESTER, MA 02122

EDUCATION:

MILLS COLLEGE, OAKLAND, CALIFORNIA
Bachelor of Arts, English and Spanish Literature, Honors, 1988

WORKING EXPERIENCES:

1992 to Present **LOG SCHOOL FAMILY EDUCATION CENTER**
Teacher in Alternative Middle School. School is an interim program for 25 adolescents assigned to the school for truancy and "at risk" reasons. Students are referred from Boston Public Schools, Boston Juvenile Court, and MA Department of Social Services. Coordinate community service project on environmental issues, including: revitalizing a local park and starting a recycling center.

1991 to 1992 **LOG SCHOOL FAMILY EDUCATION CENTER**
Teach adult ESL and ESL literacy as well as providing counseling and advocacy services. Involved in all areas of program development, including intake and assessment procedures, curriculum development and program planning.

1990 to 1992 **THE CHINESE AMERICAN CIVIC ASSOCIATION**
Teach prevocational eduction including: reading and writing, basic math, introduction to literature and job readiness skills.

1990 to 1991 **SOUTH END ADULT COLLABORATIVE**
Designed and instructed course in the daily and vocational use of English and developed a workshop on job search strategies.

1988 - 1989 **EAST BOSTON ECUMENICAL COMMUNITY COUNCIL**
Instructed students in the day to day use of English. Certified as an ESL Volunteer Instructor by the Commonwealth Literacy Corps.

1985 - 1986 **UPWARD BOUND**
Tutored inner-city high school students in liberal arts.

OTHER EXPERIENCE:

1989 - 1990 **THE COMBINED JEWISH PHILANTHROPIES**
Planned, coordinated and implemented fund raising events to support
the resettlement of Soviet refugees.

1988 - 1989 **FOLEY, HOAG, AND ELIOT**
Translated legal documents from Spanish to English. Assisted
attorneys with the maintenance of new business.

INTERESTS: Spanish conversation and reading; Creative writing.

JOHN CURTIS BALLANTINE
21 Wabon Street
Boston, MA 02119
(617) 442-7143

EDUCATION Harvard University GSE, Ed.M. 1985
Saint Olaf College, B.A. 1978

OCCUPATIONAL OBJECTIVE To utilize and assert political, business and educational training, skills and experience in a challenging position.

SPECIAL QUALIFICATIONS Demonstrated ability to define a mission, communicate, organize support and meet goals. Work with a wide-range of constituencies. Enthusiastic. Fundraising and money-management experience. In process of being published.

EXPERIENCE Federated Dorchester Neighborhood Houses 9/1/93 to Present
Work with the Log School GED Coordinator to implement the GED curriculum which maximizes student involvement in the development of each student's individualized educational plan. Responsible for classroom instruction and implementing both group and individualized curriculum preparing the student to take the GED test.

Fairfax County Public Schools 9/90 to 9/93
Instructor of Mathematics and U.S. Government. Involved with community, faculty committees as well as utilization of school-based specialists. Skilled in relationship building through listening and follow-through.

Metco 1/90 to 9/90
Education Consultant for Metropolitan Council for Educational Opportunity. Assists Swampscott, MA. office in proposal writing and curriculum development to facilitate funding requests.

Boston Public Schools 9/79 to 2/84
During tenure, experience was gained in mainstream, alternative and Latin School settings as a mathematics instructor. Selected to serve as acting principal at the Log School.

Massachusetts Community College System 9/79 to 2/84
Instructor at Roxbury Community College. Taught adults Mathematics and Biology in the Continuing Education Division (CED).

Boston University

9/82 to 2/84

Directed Math segment of pilot project with Boston Latin School through the Afro-American History Department. Innovative effort to enhance rates of retention for incoming Latin School students and potential B.U. students.

Mortgage Loan Underwriter/Vice President 6/85 to 12/89

Certified Mortgage Loan Underwriter. Gained experience and knowledge in accounting, mortgage markets, credit and risk management. Fiduciary relationships involved balancing company goals with client requests. Affiliates included Prudential Home Mortgage Corp. Federated Financial Corp., First National Bank of Gainesville (a holding Co.) and Hillcrest Mortgage Inc.

CIVICUnited States Armed Forces

1/84 to 1/90

Honorable Discharge. U.S. Army Reserve. Medical Detachment. Minute-Man, 455th Hanscom Air Force Base, Bedford, MA.

MARY KATHRYN LAUSIER
167 W. BROOKLINE STREET
BOSTON, MA 02118
(617) 859-8275

EDUCATION:

WASHINGTON STATE UNIVERSITY, PULLMAN, WA
Bachelor of Arts, Foreign Languages and Literature, 1984

TRAVEL EDUCATION CENTER, NASHUA, NH
Certified, 1985

WORKING EXPERIENCES:

12/91 to Present LOG SCHOOL FAMILY EDUCATION CENTER
Responsible for planning and implementing a GED program for young adults who have dropped out of school and for developing an evaluation process to chart progress and graduation accomplishments. Also responsible for organizing and implementing outreach efforts for the program.

10/91 to Present PINE STREET INN, BOSTON, MA
Tutoring adult basic education.

11/90 to 12/91 FITCORP, BOSTON, MA
Customer Service Representative. Called and sold memberships. Administered general clerical tasks.

10/89 to 4/90 AMERICAN ROAD RACING MAGAZINE, SANTE FE, CA
Publication Assistant. Traveled extensively selling subscriptions and products.

9/86 - 6/89- NEW HAMPSHIRE SCHOOL SYSTEMS, NH
Substitute teacher at all levels. Responsibilities included: adhering to lesson plans, improvising when necessary, disciplining students and maintaining a structured environment at all times.

1/85 to 6/86 ARGOSY TRAVEL, PORTSMOUTH, NH
Travel Consultant. Researched and coordinated travel arrangements. Serviced multiple clients that required extensive telephone and computer usage.

GLYNN LLOYD
180 Wilshire Drive
Sharon, MA 02067
(617) 784-3659

OVERVIEW

- One time small business owner
- Teaching experience in Louisiana public school system
- Seeks position as youth program director/coordinator in the field of job development

EDUCATION B.A. Economics - Boston University. Foreign Study, 1988 - London, England

Professional Experience and Accomplishments

Log School Settlement House, Federated Dorchester Neighborhood Houses, Dorchester, MA

Job Developer/Youth Coordinator (1993 to present)

- Teaching classes to middle and high school students
- Place students in internships
- Coordinate youth run business
- Assist Coordinator in Curriculum Design and Implementation

Youth Entrepreneurship Program

Dorchester, Massachusetts

Director (1993 to present)

- * Created a training program providing training for community youth in the necessary business and life skills to run a food-coop
- * Developed a curriculum for business training, balancing classroom teaching with hands on applications for skills learned

Fair Foods Inc.

Dorchester, Massachusetts

Food Program Manager (1991 - 1993)

- * Doubled the number of Fair Foods Inc. \$1 Bag Distribution sites
- * Transitioned management of new sites from Fair Foods staff to community members
- * Coordinated the distribution of over 25 tons of surplus food weekly

Teach For America

Baton Rouge, Louisiana

Harding Elementary School (1990 - 1991)

Fifth-Grade Teacher

- * Exposed students to ideas and environments outside of their immediate existence

Samuel J. Peters Middle School

New Orleans, Louisiana

Sixth-Grade Teacher's Aide

- * Adapted the Language Arts curriculum to accommodate distinct language of African American students

Lloyds Lawn Care

Sharon, Massachusetts

Founder and General Manager (1985 - 1989)

- * Provided landscape service for 75 residential properties
- * Experimented with percentage wages in the final year of operation

SPECIAL INTERESTS:

- Boston University Varsity Tennis player
- Basketball
- Baseball
- Public Speaking
- Certified HIV/AIDS Educator
- Computers
- Community Networking

MARY GERDES

36 GORDON STREET
QUINCY, MA 02171
(617)786-7546

OBJECTIVE

Utilize acquired teaching and mentoring skills in a challenging environment.

EDUCATION

1992	M.Ed. English Boston University School of Education, Boston, Massachusetts
1990	B.A. English Kalamazoo College, Kalamazoo, Michigan

EXPERIENCE

1992 to Present	Secondary English and Reading Specialist The Little House, Dorchester, MA Responsible for implementation of curriculum for special needs students referred to an alternative school setting by the courts, Department of Social Services and the Boston Public Schools. Devised a reading program that resulted in a single grade level of improvement for all students.
1991 to Present	Legal Editor Boston University Law Review Edits information and articles submitted for publication. Coordinates alumni correspondence and contributions.
1991 to Present	Editor-in-Chief Teen Voices Collects, edits and organizes articles written by teens for distribution to their peers.

MARIA FONTANEZ
336 SHAWMUT AVENUE
BOSTON, MA 02118
(617) 266-7468

SUMMARY

Twenty years of experience as a social worker within the Dorchester community,

Skilled at: Providing quality service to people.
Representing and organizing Tenants Rights in the community.
Supervising ABCD staff for Summer Camp.
Parent and teacher coordinator.
Motivating and organizing community activities.
Knowledge of Spanish and English language.

SOCIAL SERVICE EXPERIENCE

1991 - Present Dorchester House Multi-Service Center, Dorchester, MA
Family Advocate - manage food pantry, "clothes closet", recruit and manage volunteers, counsel individuals and groups of clients, conduct needs assessments.

1971 - 1991 Denison House, Dorchester, MA in the following positions:
Human Service Social Worker
Homeless Stabilization Program Director
Case Worker - Afterschool Program
Senior Citizen Program Director
Social Worker, casework with Hispanic, Black and Caucasian families.
Group Leader, girls aged 12-16.

MANAGEMENT

Organized successful fundraising activities. Developed and organized a clothes program.

HUMAN RESOURCES

Developed an English Program for Spanish speaking mothers.
Advocate for elderly and other groups.
Counseled and helped families in crisis situations.
Directed and organized special activities out of Boston, senior group trips to Canada, New York, Connecticut, New Jersey, Maine, Rhode Island, and New Hampshire.
Ran the Globe Santa program in conjunction with the newspaper.
Responsible for food coop program.
Ran a literacy group for women.
Established liaisons with area agencies.
Individual counseling and advocacy, including families.

<u>PUBLIC RELATIONS</u>	Helped prepare brochures and school newspaper. Good contact with radio stations (Spanish).
<u>EDUCATION</u>	B. A. Mental Health - Boston University, Boston, MA LSW - Commonwealth of MA

ADDITIONAL STUDIES, TRAININGS, & WORKSHOPS

Comprehensive Behavior Education for Families - Department of Sociology, Boston University.
MA Welfare Laws - University of MA
Child Growth and Development - Roxbury Community College
Boston University Workshops:
 Applying Cognitive & Behavior Methods in Treatment
 Current Initiatives in Alcohol & Drug Abuse
 Effective Management
 Public Health & Social Work, Past and Present
 Advocacy for Social Change
 Group work in a Changing Society
 Social Work Issues and Career in Gerontology
 Casework with the Severely Disturbed Child
MA Department of Social Services:
 Assessing and Treating the Neglecting Family
 Interviewing Children in Child Sexual Abuse cases
 The Effects of Homelessness on Children
Medical Foundation:
 Violence Prevention

<u>REFERENCES</u>	Personal and Professional available on request.
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KHANHYEN THI TA

11 Doris Street, Dorchester, Massachusetts 02125 (617)288-7516

OBJECTIVE: To obtain a challenging position utilizing my experience and skills.

EDUCATION:

1974 DuyenHai University
NhaTrang, Vietnam
Bachelor in Education

1969 NhaTrang High School
NhaTrang, Vietnam
Graduated

EXPERIENCE IN COMMUNITY SERVICES:

1992-present FAMILY ADVOCATE, Dorchester House Multi-Service Center/
Federated Dorchester Neighborhood Houses, Inc., Dorchester, MA

1991-1992 Active member of DienHong Foundation Inc. (a non profit organization of Vietnamese Community, MA)

1984-1991 Secretary of Parents Council of LuGia Elementary School, HoChiMinh City, Vietnam

1979-1984 - Community Liaison, contacted parents and community leaders to seek their support to school activities.
- Editor of School-Parent Newsletter (monthly)
- Leader of the groups of students who practiced cultural performances in school and community events.

EXPERIENCE IN EDUCATION FIELD:

1979-1991 ChauVanLiem High School
HochiMinh City, Vietnam
English and French Teacher

1977-1979 HuynhThucKhang High School
NhaTrang, Vietnam
English and French Teacher

1974-1977 TranBinhTrong High School
NhaTrang, Vietnam
English and French Teacher

PERSONAL STATUS:

Date of birth: December 12, 1952
Place of birth: Vietnam
Sex: Female
Married status: Married

Permanent Resident of th U.S. with authorization
for employment

NOEMIA MONTEIRO MENDES

54 East Cottage Street
Dorchester, Massachusetts 02125
(617) 427-0483

EDUCATION B.S. MATHEMATICS, expected May 1995
Northeastern University, Boston, MA

EXPERIENCE FAMILY CO-OP MANAGER December 1993 - present
Log School Settlement House/Federated Dorchester Neighborhood Houses, Dorchester, MA
- Coordinate a continuum of interagency prevention services specifically aimed at reducing incidence of child maltreatment in targeted Dorchester neighborhoods.
- Assist in Dorchester-wide planning and implementation for comprehensive child abuse prevention through team meetings and retreats.
- Prepare reports, proposals and other publications which describe progress and program components of Dorchester CARES and help educate the community about preventing child maltreatment.

NEIGHBORHOOD HEALTH ADVOCATE Nov 1992 - Dec 1993
Department of Health and Hospitals, Boston, MA
- Collaborated with multidisciplinary teams
- Identified prospective clients
- Designed patient teaching tools
- Presented community outreach materials
- Conducted home visits
- Evaluated family needs

VOLUNTARY INSTRUCTOR March 1991 - Present
Cape Verdean Association of New England, Boston MA
- Instructed English as a Second Language (ESL) to Capeverdean immigrants
- Instructed Creolo as a Second Language (CSL) to American-born Capeverdeans

ASSISTANT MANAGER June 1992 - Nov 1992
Jordan Marsh, Boston MA
- Assisted department manager in daily operations
- Supervised and delegated duties to sales associates
- Handled paper work
- Performed sales associate duties

CAPEVERDEAN TRANSLATOR

June 1991 - Sept 1991

Lead Free Kids, Boston MA

- In charge of interviewing prospective Capeverdean parents with potential lead case children
- Transcribed English correspondence to Capeverdean creolo, and vice versa

AFFILIATION

- Board member and vice president of Capeverdean Association of New England (C.A.N.E.)
- Board member of Dollars for Scholars. Non-profit organization raising funds for active community student scholarship
- Amigos das Criancas (Friends of children). Non-profit organization raising funds to purchase supplies for children in Cape Verde.
- Member of Dudley Street Neighborhood Initiative (D.S.N.I.)

SKILLS

- Fluent and proficient in English, Portuguese, Capeverdean Creolo and Spanish
- CPR certified

REFERENCES

Furnished upon request

Careline Romain
102 Crawford Street
Dorchester, MA 02121
(617) 445-1751

OBJECTIVE:

To secure a position that will enable me to utilize my education and experience to be successful as a professional.

EDUCATION:

University of Massachusetts, Bachelor of Arts in Social Work.

EXPERIENCE

January 1994

Present

Family Advocate

Denison House/At Home in Codman Square, Dorchester, MA

Responsible for assisting families with obtaining entitlements, i.e., food stamps, WIC program; makes referrals to job programs, day care programs, health care.

March 1993

Present

Teen Parent Coordinator

Roxbury Comprehensive Community Health Center,

Roxbury, MA.

Responsible for the coordination of community services for urban teen parents and their children. Restructured the Teen Parent Support Group. Designed and implemented new programming structures. Performed as a direct service provider to outside agencies as well as on-site clinical clients. Maintained and calculated the quarterly statistical report information for the Department of Public Health Survey Grant. Assisted in formulating and launching the Teen Tot program.

Dec, 1991

Aug, 1992

Health Educator

Haitian American Cultural Center, Cambridge, MA.

Organized one-on-one counseling and individual support to substance abusers and high-risk teenagers. Conducted and supervised street outreach activities. Distributed educational and preventative materials to the Haitian community.

Oct, 1990

Dec, 1991

Head Teller

Boston Five Savings Bank, Boston, MA.

Supervised customers accounts concerning discrepancies. Organized cash for the vault, Supervised deposits and withdrawals. Managed other tellers cash boxes.

Nov, 1988

Oct, 1991

Receptionist\Secretary

Resthaven Nursing Home, Boston, MA.

Answered incoming calls, managed messages and page calls. Directed incoming clients. Some light typing.

SKILLS:

LANGUAGES: Fluent in French, Haitian Creole, and English.

ANALYTICAL: Knowledge of computer software such as: Word-perfect, MS word using both IBM and Macintosh.

1994 INTERAGENCY COLLABORATIONS

<u>Collaborating Agency</u>	<u>Level of Collaboration</u>
ABCD Center for Jobs, Ed., & Career Plan.	Programming
All Dorchester Sports League	Programming
Bay Cove Human Services	Referrals, programming, staff
Bird Street Community Center	Programming, transportation
Boston Against Drugs	Programming
Boston Asian Youth Essential Services	Referrals
Boston Building Materials Co-op	Planning
Boston Center for Adult Ed.	Planning, programming
Boston Community Centers	Programming
Boston Parks & Recreation Department	Programming, staff
Boston Police Youth Program	Programming, planning
Boston Private Industry Council	Referrals, student placements, interns
Boston University School of Management	Interns
Boston University School of Social Work	Joint programming
Boston Visual School	Programming
Bowdoin St./Geneva Ave. Merchants Assoc.	Program development
Bowdoin Street Health Center	Programming, planning, staff
Brookline Adult & Community Ed. Program	Coordinate programming
Camp Fire Boys and Girls, Boston	Curriculum
Carney Hospital	Programming, staff
Ctr. for Commun. Health Ed. Research & Serv.	Programming, training
Child Care Search, Framingham	Staffing
Child Care Careers Institute	Planning, training
City Year	Programming, Volunteers
Codman Square Health Center	Fund raising, planning
Codman Square Housing Development Corp.	Fund raising, staff, programming
Codman Square Neighborhood Council	Planning
Col. Daniel Marr B/G Club	Referrals, information exchange, fund raising
Community Servings	Referrals, space
Department of Youth Services	Programming
Dimock Community Health Center	Referrals
Dorchester CARES	Programming, staff, space, advocacy
Dorchester Court Juvenile Probation	Programming
Dorchester YMCA	Information exchange, programming, fund raising
Dorchester House Multi-Service Center	Staff, programming, space, planning, operating expenses
Dorchester Youth Collaborative	Planning, information exchange, fund raising
Ecumenical Social Action Committee	Programming
EDCO	Planning, referrals
Family Services of Greater Boston	Planning, referrals
Fields Corner CDC	Planning, programming, staff
Fields Corner Healthy Boston Coalition	Planning, advocacy
Gang Peace	Programming
Geiger Gibson Health Center	Referrals, programming, staff
Girls' Coalition of Greater Boston	Programming
Greenwood Memorial United Meth. Church	Programming
Haitian Multi-Service Center	Referrals, curriculum
Harvard Univ. School of Public Health	Evaluation, interns
Home Base (PFD)	Coordinate programming
Home Works	Coordinate programming
Little House Health Center	Referrals, staff, space
Mass. Affordable Housing Alliance	Coordinate programming

Mass. Committee for Children and Youth	Planning, policy, advocacy, staff
Mass. Inst. of Tech. Financial Aid Office	Programming
Mass. Society for Prev. of Cruelty to Children	Programming
Metro. Boston Housing Partnership	Staff, programming
MICAS	Information exchange, programming
Mobile Aids Resource Team	Referrals
Montserrat College of Art	Programming (DCAE)
Mujeres Unidas	Referrals, curriculum
National Lawyers Guild	Joint programming
Neighborhood Justice Network	Programming
Neponset Health Center	Programming
Nuestra Comunidad	Joint programming
ODWIN Learning Center	Programming
Office for Treatment Improvement	Programming, referrals
Pearl St. Artists Studios	Programming
Project Bread	Advocacy
Rosie's Place	Referrals
Roxbury Multi-Service Center	Programming
Roxbury Outreach Shakespeare Experience	Programming
St. Margaret's Church	Referrals
St. Mary's Episcopal Church	Space, programming, planning
St. Mary's Women and Infants Center	Programming, referrals
St. Peter's Church	Planning, space
Samarateens-For Teens Only	Programming
School-Age Child Care Project	Planning, training
Shawmut Bank	Programming
Shepherd House	Programming, referrals
South Boston Action Center	Referrals
South Boston Neighborhood House	Planning, advocacy
Strand Theater	Programming, planning, referrals
The Childcare Project	Referrals
Travelearn	Joint programming
University of Massachusetts	Programming
Uphams Corner Economic Development Corp.	Programming, planning
Uphams Corner Healthy Boston Coalition	Planning, advocacy
Uphams Corner Health Center	Programming, referrals
Urban Community Mediators	Joint programming
VACA	Referrals, information exchange

Federated, through its After School Arts Collaborative, works with the following arts organizations. The groups below provide in-kind services, donations, staff and expertise for the program.

Arts in Progress
 The Boston Children's Theater
 Young Audiences
 The Wang Center
 Wheelock Family Theater
 Museum of Fine Arts
 The Space Gallery
 DeCordova Museum
 First Night, Inc.
 Bank of Boston Celebrity Series
 Artists from South End, Brick Bottom, &
 Fort Point Arts Communities

American Repertory Theater
 Art of Black Dance and Music
 The Children's Museum
 Museum of Science
 Museum of Afro-American History
 Isabella Stuart Gardner Museum
 Mobius
 Underground Railway Theater
 CAI/Tribal Rhythms
 "Project Discovery
 Inquilinos Boricuas en Accion (IBA)

Letters of Support

Alternative School Students: *Wayne Wallace, Mike Flanagan, Karen Iiasconaro, Benjamin Martins*

Department of Social Services: *Linda K. Carlisle, Commissioner*

Commonwealth of Massachusetts House of Representatives: *James T. Brett, Chairman, Committee on Banks and Banking*

Commonwealth of Massachusetts Senate: *W. Paul White, State Senator*

Massachusetts Society for the Prevention of Cruelty to Children: *Joyce Strom, Executive Director*

District Attorney of Suffolk County: *Ralph C. Martin III*

Trial Court of The Commonwealth, Boston: *William J. Barrett, Probation Officer, Juvenile Court Department*

Trial Court of the Commonwealth: *Francis G. Poitras, Chief Justice, Juvenile Court Department*

Judge Baker Children's Center: *Jacqueline McGuire, Ph.D., Assistant Director, Developmental Epidemiology Research Unit*

Fields Corner Resident: *Maria Carrion*

Boston Police Department: *Robert P. Dunford, Captain*

City Year: *Lisa S. Ulrich, Field Director*

Commonwealth of Massachusetts Executive Office of Public Safety: *Thomas C. Rapone, Secretary*

Fields Corner Community Development Corporation: *Jane D. Matheson, Executive Director*

Dorchester House Multi-Service Center: *Joel Abrams, Executive Director*

At Home in Codman Square: *Mary Ann Nee, Program Director*

Walter Denney Youth Center at Harbor Point: *Lucius Wilder, Director*

Bartholomew Family Day Care: *Susan MacDonald, Program Coordinator*

Log School Settlement House: *Joseph Carpenito, Director; Carey Ann Shoufler, Lead Teacher, Alternative Middle School*

Dorchester Center for Adult Education: *Susan Worgaftik, Director*

Massachusetts Committee for Children and Youth: *Jetta Bernier, Executive Director*

University of Massachusetts, Boston: *Ann Withorn, Acting Dean, College of Public and Community Service*

Governor's Alliance Against Drugs: *Georgette Watson, Executive Director*

Dorchester Youth Collaborative: *LaVall M. Brown, Executive Director*

Boston City Hospital: *Barry S. Zuckerman, M.D., Professor and Chairman, Department of Pediatrics*

Fields Corner/Meetinghouse Hill/Bowdoin Street Healthy Boston Coalition: *Barbra Trybe, Coordinator*

Fields Corner Civic Association: *Edward Crowley*

To whom it may concern,

F. D. N. H. Should

have more school like the alternative school. I pay more attention now compared to what I did in my old school. More I go to school everyday. I used to get D's and F's. Now I get B's and C's. When I went to the Grover Cleveland I was out 1 month. No one ever called me. Now, When I am out 1 day Little House calls my house. Last marking term I was out only 3 days. The teachers gave the students lots of respect. The teachers care a lot about me and the rest of the students. I used to have bad behavior in school. Things have gotten much better for me since I came to the Little House. I feel a lot better about myself and my behavior has gotten much better.

We need more alternative schools so kids like me can get back on the right track again.

Your friend,
Wayne Wallace

To whom it may concern,

F.D.N.Y should have more schools like the Alternative school because you get more attention here than at the Public schools. For instance at the McCormick I was out for about 3 months and they didn't even call my house. Now that I'm at the Little House, every time I'm absent they call my aunts and if they don't get a hold of anybody, my probation officer comes to my house and talks with my Mother and Father. I think the staff at the Little House cares a lot about students and their education. They make work fun. Just a couple of weeks ago I walked out of school. The teachers got me right back in and know I have to make up hours for the work I missed.

Sincerely,
Mike Flanagan

To whom it may concern, 2/11/04
E.D.N.H should have more
School's like the Alternative
School. Here we get more
attention. The teachers help
you IF you have problems
they will give you counseling
that's really one good thing
for kids. I am 16 years
old and I have been here
at Little House for 3 years.
I went to the Gavin Middle
School and I never went.
I hacked all the time. I
cut out or fall asleep when
I started coming here. I
came to school all the
time. I was a strate
I student now my grads
are improved very much. I
haven't got one I. My
Family is very proud of
me. I wish the Little
House School went through
the 12th grade.

Sincerely,
Karen Fiasconaro

Dear Ms. McCormack,

Hello my name is Benjamin Martins
and I attend the Dog School.

Ever since I came here, I've been given
lots of help and more attention.

I have not been getting into trouble
since I left the Drexel Cleveland.

My Grades are better and I am trying
Graduate from middle and go to high school.

The main reason is the teachers,
they are supportive at times when
you need them and I thank them for
that.

Sincerely
Benjamin M. Martins



The Commonwealth of Massachusetts
Executive Office of Health and Human Services
Department of Social Services

24 Farnsworth Street, Boston, Massachusetts 02210

Tel (617) 727-0900 • Fax (617) 261-7435

WILLIAM F. WELD
Governor



CHARLES D. BAKER
Secretary



LINDA K. CARLISLE
Commissioner

February 8, 1994

Kristin J. McCormack
Executive Director
Federated Dorchester
Neighborhood Houses, Inc.
232 Centre Street
Dorchester, MA 02124

Dear Kristen,

On behalf of the Department of Social Services, I commend the Federated Dorchester Neighborhood Houses' initiative in pursuing an application for a Charter School. Your experience with The Log School and the Little House alternative schools for more than 20 years has provided so many Boston youths who were truant and dropping out with individualized education. These two fine schools have kept at risk youngsters engaged in the education process.

The Boston DSS Area Directors, particularly Lee Chamberlain, whose Area Office serves the Dorchester community, consistently report that many of the DSS involved CHINS youth, have been successful students of your alternative schools. I understand that the intervention and support offered by the schools' caring professionals have made a significant difference in the lives of these youngsters who otherwise would be out on the streets. Youngsters who experience failure in school do show early signs of disengaging from the regular school program and it has been demonstrated that effective alternative school programs which are community based and which offer family support linkages, can promote these youngsters in their educational growth.

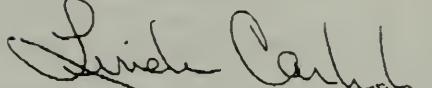
A Charter School operated by FDNH is a natural outgrowth of your long term experience with these two alternative schools, as well as your program's historical commitment to building community through empowering families, parents, and children in their neighborhoods.

P. 2

Kristen McCormack

The Department of Social Services whole-heartedly supports the FDNH application for a Charter School.

Sincerely,



Linda K. Carlisle
Commissioner

cc: William Warren, Regional Director
Lee Chamberlain, Area Director
Boston Area Directors



The Commonwealth of Massachusetts
House of Representatives
Committee on Banks and Banking

REP JAMES T BRETT
CHAIRMAN

Ms. Kristen J. McCormack
Executive Director
Federated Dorchester
Neighborhood Houses, Inc.
232 Centre Street
Dorchester, Massachusetts 02124

February 10, 1994

STATE HOUSE BOSTON 02133
TEL (617) 722 2370

Dear Kristen:

I would like to take this opportunity to express my full support for the Charter School application submitted by the Federated Dorchester Neighborhood Houses, Inc., whose credibility and impact in the community and whose prerogatives for their agency's mission for these schools would foretell their success with the project.

The indelible contributions and progress that have been achieved with the organizational initiatives and services introduced and created with the leadership of the FDNH would make this agency a 'natural' to pilot such a project. Particularly in view of the reality which juxtaposes the age group (K-8) of the students who would be most likely to benefit from the special incentives inspired by such a format in a neighborhood that has seen its share of disaffected, disillusioned and disappointed older student populations.

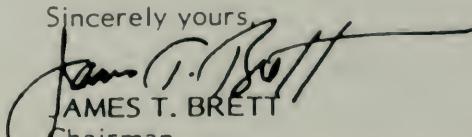
The implication that can be drawn from this would suggest that alternative schooling afforded to students at an earlier age could conceivably and logically contribute to further transforming and expanding the educational 'incentive' as interest and motivation find their fulfillment in maturity; by instilling that confidence and inspiration in students beginning at a younger age, FDNH would be in the influential role of fostering a more receptive student population group in their transition to more advanced and orthodox curriculums and serving as an interventionary 'shepherd', guiding the students of The Little House and The Log School through a supportive and mutually rewarding academic assimilation as they acquire more exposure and interaction.

The Log School and the Little House "Alternative" schools have provided Boston's truants and drop-outs with customized (individualized) education for more than 20 years. As the state representative of the district where the FDNH and its alternative schools are located, I have witnessed, first-hand, the difference your schools have made in the lives of youngsters aged 11-15. Many of the young people served through the alternative schools have no alternative and would be on the streets today if not for the intervention of caring professionals.

A Charter School, operated by Federated Dorchester Neighborhood Houses, would be a consistent outgrowth of the alternative schools, providing a wide range of youths and their parents with a unique means of education, while creating a more vibrant and nurturing community. The integration of services provided at the FDNH settlement houses combined with the educational services provided through the schools will strengthen families enrolled in this Charter School.

Please do not hesitate to contact me if you need additional assistance and support in creating your Charter School. I am confident that it will be a welcome addition to existing educational resources in Dorchester and throughout Boston.

DEPT
FEB 14 1994

Sincerely yours,

JAMES T. BRETT
Chairman



COMMONWEALTH OF MASSACHUSETTS
MASSACHUSETTS SENATE
STATE HOUSE BOSTON 02133 1053

SENATOR W. PAUL WHITE
2ND SUFFOLK AND NORFOLK
DISTRICT
ROOM 309
TEL 1617/722-1643

COMMITTEES
BANKS AND BANKING CHAIRMAN
CRIMINAL JUSTICE
EDUCATION
ETHICS
HOUSING AND URBAN DEVELOPMENT
JUDICIARY
POST AUDIT AND OVERSIGHT
PUBLIC SERVICE

February 8, 1994

Ms. Kristen J. McCormack, Executive Director
Federated Dorchester Neighborhood Houses, Inc.
232 Centre Street
Dorchester, MA 02124

Dear Kristen:

Having spent the past several years working with the various alternative schools in Dorchester, I want to offer you my full support and cooperation with Federated's application for a Charter School. I have witnessed first hand the terrific work done by The Log School and the Little House alternative schools to bring education to youngsters who have had a problem learning in a traditional classroom setting. It is always a pleasure for me to visit these schools and observe first-hand the remarkable results achieved by the dedicated professionals working in the alternative schools. The faculty and staff of these schools strive to provide innovative, individualized education for Boston's truants and drop outs. As you know, many of the young people served through the alternative schools would be on the streets today if not for the intervention of the caring professionals at the Log School and the Little House alternative schools.

It is my opinion that the operation of a Charter School by Federated Dorchester Neighborhood Houses (FDNH) is not only a natural outgrowth of the alternative schools, but it is also vital to creating a more dynamic and nurturing community for a wide range of youths and their parents who require the specialized services provided by FDNH.

Again, please accept my strong support and endorsement for the Federated Dorchester Neighborhood Houses proposal to create a Charter School. I am confident that it will be a welcome addition to the existing educational resources in Dorchester and throughout Boston.

Sincerely,

W. PAUL WHITE
State Senator



MSPCC

MASSACHUSETTS SOCIETY FOR THE PREVENTION OF CRUELTY TO CHILDREN

February 14, 1994

Ms. Kristen J. McCormack
Executive Director
Federated Dorchester Neighborhood Houses, Inc.
232 Centre Street
Dorchester, MA 02124

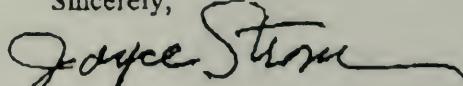
Dear Kristen:

On behalf of the Massachusetts Society for the Prevention of Cruelty to Children, I am pleased to offer my full support for FDNH's application for a Charter School. The Log School and Little House alternative schools have provided Boston's truants and drop-outs with individualized education for more than 20 years. As a colleague of yours in children's services and advocacy, I have witnessed first-hand the difference your schools have made in the lives of youngsters ages 11-15. Many of the young people served through the alternative schools have no alternative and would be on the streets today if not for the intervention of caring professionals.

A Charter School, operated by Federated Dorchester Neighborhood Houses, is a natural outgrowth of the alternative schools, providing a wide range of youths and their parents with a unique means of education, while creating a more vibrant and nurturing community. The integration of services provided at the FDNH settlement houses, combined with the educational services provided through the schools will strengthen families enrolled in this Charter School.

I have observed and worked with you in your role as a leader in the community and I trust that your services will be excellent and make a big difference to the young people of Boston. Please do not hesitate to contact me if you need additional assistance and support in creating your Charter School. I am confident that it will be a welcome addition to existing educational resources in Dorchester and throughout Boston.

Sincerely,


Joyce Strom
Executive Director



The Commonwealth of Massachusetts

DISTRICT ATTORNEY OF SUFFOLK COUNTY
RALPH C. MARTIN, II

NEW COURT HOUSE
BOSTON, MASSACHUSETTS 02108
(617) 725-8600

February 11, 1994

Ms. Kristen J. McCormack
Executive Director
Federated Dorchester
Neighborhood Houses, Inc.
232 Centre Street
Dorchester, MA 02124

Dear Kristen:

I am pleased to offer my full support for Federated Dorchester Neighborhood Houses' (FDNH) application for a Charter School. The Log School and Little House alternative schools have provided Boston's truants and drop outs with individualized education for more than 20 years. As the District Attorney of Suffolk County, I am committed to your efforts and am aware of the difference your schools have made in the lives of youngsters ages 11 - 15. Many of the young people served through the alternative schools have no alternative and would be on the streets today if not for the intervention of caring professionals.

A Charter School, operated by FDNH is a natural outgrowth of the alternative schools, providing a wide range of youths and their parents with a unique means of education, while creating a more vibrant and nurturing community. The integration of services provided at the FDNH settlement houses combined with the educational services provided through the schools will strengthen families enrolled in the Charter School.

Please do not hesitate to contact me if you need additional assistance and support in creating your Charter School. I am confident that it will be a welcome addition to existing educational resources in Dorchester and throughout Boston.

Sincerely,

A handwritten signature in black ink, appearing to read "Ralph C. Martin, II".
Ralph C. Martin, II
District Attorney

RCM/cas
0444A



Trial Court of The Commonwealth
Juvenile Court Department
(Boston Division)

Room 161, Court House, Government Center
Boston, Massachusetts 02108

PRESIDING JUSTICE
FRANCIS G. POITRAS

ASSOCIATE JUSTICES
JOHN J. CRAVEN JR.
JUNE M. GONSALVES
MARK E. LAWTON
PAUL D. LEWIS

MAGISTRATE
JOHN P. BULGER
CHIEF PROBATION OFFICER
JOSEPH M. O'REILLY
DIRECTOR - COURT CLERK
RICHARD BARNUM, M.D.

February 8, 1994

Ms. Kristen J. McCormack
Executive Director
Federated Dorchester Neighborhood Houses, Inc.
232 Centre St.
Dorchester, MA. 02124

Dear Kristen,

I am aware of your application for a Charter School. For many years I have, along with other Probation personnel, had the opportunity to refer court involved young people to the Log and Little House Alternative Schools.

My experience has been most positive in terms of the safe, structured, and nurturing environment afforded by these programs. These are young people, who for the most part, have met with little success academically and may have limited supports at home and few social skills save what they have developed on the streets.

This is a population at risk for truancy, gang involvement and delinquent activity.

Your programs, in the past, have provided positive intervention at critical times and the response of the students is significant.

The impact has been dramatic in many cases with whom I have worked and the number of young people slipping through the cracks continues to be a persistent and pervasive problem.

As we look to the future, we will need more resources to respond to the needs of young people at risk. I regard the Log and Little House Alternative Education Schools as valuable tools in combatting chronic truancy cases.

I support and recommend approval of your application for Charter School status. If I can be of any further assistance, please feel free to contact me. I wish you well in all your endeavors and efforts to better the scope of community services at your agency.

Sincerely yours,

William J. Barrett



*Trial Court of The Commonwealth
Juvenile Court Department
Administrative Office*

*18 Tremont Street, Suite 1050
Boston, Massachusetts 02108*

FRANCIS G. POITRAST
CHIEF JUSTICE

EDWARD C. CARROLL
ADMINISTRATIVE ASSISTANT

JANE STRICKLAND
EXECUTIVE SECRETARY

WILLIAM T. AHERN
ADMINISTRATIVE ASSISTANT

February 11, 1994

Ms. Kristen J. McCormack
Executive Director
Federated Dorchester Neighborhood Houses, Inc.
232 Centre Street
Dorchester, MA 02124

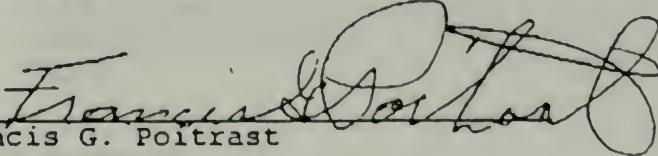
Dear Kristen:

I am pleased to offer my full support for FDNH's application for a Charter School. The Log School and Little House alternative schools have provided Boston's truants and dropouts with individualized education for more than 20 years. As a Justice of the Boston Juvenile Court, I have witnessed firsthand the difference your schools have made in the lives of youngsters ages 11 to 15. Many of the young people served through these schools have no alternative and would be on the streets today if not for the intervention of caring professionals.

A Charter School, operated by Federated Dorchester Neighborhood Houses is a natural outgrowth of the alternative schools, providing a wide range of youths and their parents with a unique means of education, while creating a more vibrant and nurturing community. The integration of services provided at the FDNH settlement houses combined with the educational services provided through the schools will strengthen families enrolled in this Charter School.

I am confident that this will be a welcome addition to existing educational resources in Dorchester and throughout Boston, and wholeheartedly support your efforts in this regard.

Sincerely,


Francis G. Poitras
CHIEF JUSTICE

Judge Baker Children's Center

Mental health services for children and families

Developmental Epidemiology Research Unit

Mc. Kristen McCormack
Executive Director
Federated Dorchester Neighborhood Houses
232 Centre Street
Dorchester
MA 02121

February 11, 1994

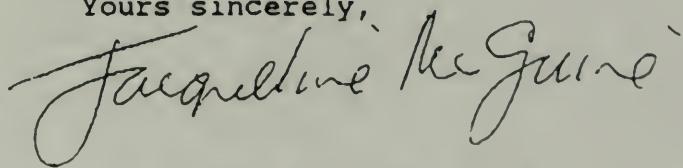
Dear Ms. McCormack:

The Developmental Epidemiology Research Unit at Judge Baker Children's Center enthusiastically supports Federated Dorchester Neighborhood Houses' application for Charter School status.

Our work with Dorchester CARES, developing evaluation strategies and discussing the theoretical basis for community intervention, has apprised us of your work. We can attest to both the need for the creative approach to education that you have proposed and to the leadership role that Federated has taken in addressing the needs of children and youth in inner-city Boston. The alternative education programs at the Log School Settlement House and at the Little House are excellent demonstrations of your organization's commitment to serving children who are at risk for school failure.

Should the proposed Charter School status be granted the Developmental Epidemiology Research Unit will look forward to assisting both in developing appropriate ways to address the mental health needs of children and to evaluate the impact of the school on the neighborhood.

Yours sincerely,



Jacqueline McGuire, Ph.D.
Assistant Director
DERU

merced & carrión associates

265-3837

34 Tonawanda Street
Boston, MA 02124

(617) 426-8037

February 10, 1994

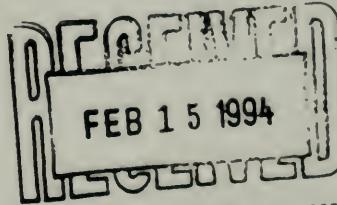
Ms. Kristen J. McCormack
Executive Director
Federated Dorchester Neighborhood House
232 Centre St
Dorchester, MA 02124

re: Federated Dorchester Neighborhood House
Charter School Application

It is my understanding that Federated Dorchester Neighborhood House is applying for funding under the Massachusetts "Charter School" program. I want to be among the first to extend my support for this application.

I am an educator and sociologist working at UMASS-Boston but I write you now in my capacity as a concerned citizen who has resided in the Fields Corner area of Dorchester for the last 15 years. As a resident in your target service area, I have been a witness to the daily abandonment and destruction of our youth in Dorchester. I spent considerable time trying to improve the Boston Public Schools through a variety of school councils, community organizing efforts, and sitting on the Mayor's Education Reform Commission -- all to no avail. I am convinced, more than ever, that we must take back the children, the schools, and the streets. This is a long battle but charter schools are a part of that struggle to take back the schools. The Log School is an alternative and community based education institution that remains close to the pulse of its constituent base. I know the Log School through their staff presence at community meetings on violence, block organizing, and street clean-ups and fairs. The commitment of schools and staff to community life is the fabric of what schools and learning should be about. Given the harsh economic and social times in which parents struggle to raise their children, we need, more than ever, personalized and individual attention and more community oriented schools like The Log School. In her book "Within Our Reach", Lisbeth Schorr argues that successful service delivery must come at as early an age as possible, services must be targeted to specific needs of the individual student, and services must treat the whole child and the whole family. There is no magic to the ingredients needed to deliver successful learning and services. What is lacking is not the knowledge or the research

FDNH Charter Schol Applic
M.E. Camoo



base -- rather, it is the absence of political will to allocate resource dollars differently. I support this application for charter school funding because I know that the Log School is committed to this comprehensive community and family based approach. This type of schooling and learning is possible and works absolute miracles for our youth.

Despite media portrayals of inner city parents as dysfunctional, alienated and underclass (or, more recently, "outerclass"), I witness firsthand parents in Dorchester that are hard working and searching for solutions and alternatives. Over 100 of them attended a recent community meeting in frigid weather on youth violence -- a meeting where Federated Dorchester and Log School staff were present. The fact that the Log School targets middle school youth is important given the critical nature of this transition point to high school. We need to rescue our youth at this younger age to provide a constructive alternative to the streets. Without this successful transition, most are lost by the 10th grade.

Finally, Dorchester remains one of the largest, most multi-cultural, and economically diverse neighborhoods of Boston. The area of Fields Corner in particular has experienced dramatic changes as a result of immigration, commercial expansion and increased pedestrian traffic from the Fields Corner Red Line station (it is the main intersecting and pedestrian traffic station for most of Dorchester). I want the Log School to continue their work and to expand -- we urgently need the alternative schooling services you have to offer. I am pleased to see Federated Dorchester taking this initiative and wanted to lend my support. Please let me know if there is anything else I can do to secure a favorable outcome for your application.

Cordially,



Maria Estela Carrion
34 Tonawanda Street
Dorchester, MA 02124-1315

Boston

February 7, 1994

Ms. Kristen J. McCormack
Executive Director
Federated Dorchester Neighborhood Houses, Inc.
232 Centre Street
Dorchester, Ma. 02124

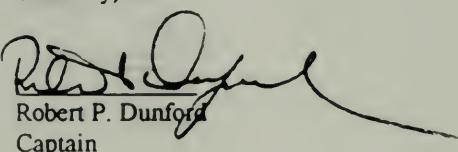
Dear Kristen:

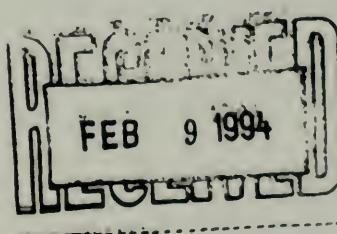
On behalf of Boston Police Department, I am pleased to offer my full support for FDNH's application for a Charter School. The Log School and Little House alternative schools have provided Boston's truants and drop outs with individualized education for more than 20 years. As a Dorchester resident and Commander of the local Police District, I have witnessed first hand the difference your schools have made in the lives of youngsters ages 11 - 15. Many of the young people served through the alternative schools have no alternative and would be on the streets today if not for the intervention of caring professionals

A Charter School, operated by Federated Dorchester Neighborhood Houses is a natural outgrowth of the alternative schools, providing a wide range of youths and their parents with a unique means of education, while creating a more vibrant and nurturing community. The integration of services provided at the FDNH settlement houses combined with the educational services provided through the schools will strengthen families enrolled in this Charter School.

Please do not hesitate to contact me if you need additional assistance and support in creating your Charter School. I am confident that it will be a welcome addition to existing educational resources in Dorchester and throughout Boston.

Sincerely,


Robert P. Dunford
Captain



Raymond L. Flynn, Mayor/POLICE DEPARTMENT/154 Berkeley Street 02116



February 14, 1994

Ms. Kristen J. McCormack
Executive Director
Federated Dorchester Neighborhood Houses, Inc.
232 Centre Street
Dorchester, MA 02124

Dear Kristen:

I am excited to write in full support of Federated Dorchester Neighborhood Houses' application for a Charter School. As a service partner, City Year has witnessed the valuable contribution that FDNH's integrated services have made to the Dorchester community. We strongly believe that you are uniquely qualified to leverage your 20 year history of compassionate alternative education at the Log Schools and Little Houses to develop a charter school that can make a difference in the lives of families as well as young people.

At City Year we often refer to the African proverb, "It takes a village to raise a child" when describing the type of community that we are trying to create through our service and community partnerships. In our work with young people in schools and after school programs we daily witness the need for innovative programming that extends beyond traditional school walls and hours, to other community institutions. By integrating the high quality services that you currently provide at your settlement houses and alternative schools, FDNH's Charter School has the potential to serve as a model for institutional partnerships that could nurture the development of a caring, loving and knowing "village."

I would be very interested in discussing additional resources that City Year might be able to provide in developing your charter school. Thank you for taking the leadership to create an innovative new educational resource for the children and families of Dorchester and throughout Boston.

All my best,

A handwritten signature in black ink that reads "Lisa Ulrich".

Lisa S. Ulrich
Field Director



The Commonwealth of Massachusetts

Executive Office of Public Safety

One Ashburton Place

Boston, Massachusetts 02108

William F. Weld
Governor

Thomas C. Rapone
Secretary

(617) 727-7775

February 14, 1994

Ms. Kristen J. McCormack, Executive Director
Federated Dorchester Neighborhood Houses, Inc.
232 Centre Street
Dorchester, MA 02124

Dear Kristen:

I am pleased to offer my full support for F.D.N.H.'s application for a Charter School. The Log School and Little House alternative schools have provided Boston's truants and drop outs with individualized education for more than 20 years. As Secretary of Public Safety, I have witnessed first hand the difference your schools have made in the lives of youngsters ages 11-15. Many of the young people served through the alternative schools have no alternative and would be on the streets today if not for the intervention of caring professionals.

A Charter School, operated by Federated Dorchester Neighborhood Houses is a natural outgrowth of the alternative schools, providing a wide range of youths and their parents with a unique means of education, while creating a more vibrant and nurturing community. The integration of services provided at the F.D.N.H. settlement houses combined with the educational services provided through the schools will strengthen families enrolled in this Charter School.

Please do not hesitate to contact me if you need additional assistance and support in creating your Charter School. I am confident that it will be a welcome addition to existing educational resources in Dorchester and throughout Boston.

Sincerely,

Thomas C. Rapone
Secretary



FIELDS CORNER COMMUNITY DEVELOPMENT CORPORATION

One Arcadia Place, Dorchester, MA 02122 (617) 282-4290

February 11, 1994

Ms. Kristen J. McCormack
Executive Director
Federated Dorchester Neighborhood Houses, Inc.
232 Centre Street
Dorchester, MA 02124

Dear Kristen:

The Fields Corner Community Development Corporation is delighted to offer our enthusiastic support for Federated Dorchester Neighborhood Houses' application for a Charter School. We have witnessed the difference the Log School and the Little House alternative school have made in the lives of youngsters in the 11-15 year age group. These schools have provided individualized education to Boston's truants and drop-outs for more than 20 years. Many of the young people served through these schools have no alternative and would be on the streets today if not for the intervention of caring professionals. As a resident and agency Director I have had the opportunity to observe the impact made by these schools at first hand and know how vital their work is in our neighborhood.

A natural outgrowth of this effort would be the establishment of a Charter School by FDNH. The Charter School would provide a unique means of education for a wide range of youths and their parents while creating a more vibrant and nurturing community. FDNH could combine the services provided through the settlement houses with the educational services to strengthen families enrolled in this Charter School.

If you need additional information, assistance and support in creating your Charter School. I am confident that it will be a welcome and much needed addition to the existing educational resources in Dorchester and Boston.

Sincerely,

Jane D. Matheson
Executive Director



DORCHESTER HOUSE

Multi-Service Center

1353
Dorchester
Avenue

Dorchester
Massachusetts
02122

(617) 288-3230
FAX (617) 288-7297

Joel M. Abrams
Executive Director

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Hospital

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Dorchester
Neighborhood
Houses, Inc.

New England
College of
Optometry

Dorchester House
Senior Housing

Tospice
of Boston

Fields Corner
Community
Development
Corporation

Center for
Community
Health Education
Research
and Service

February 11, 1994

Ms. Kristen J. McCormack
Executive Director
Federated Dorchester Neighborhood
Houses, Inc.
232 Centre Street
Dorchester, MA 02124

Dear Kristen,

On behalf of the Dorchester House Multi-Service Center, I am pleased to offer my full support for Federated Dorchester Neighborhood Houses' (FDNH) application for a Charter School. The Log School and Little House alternative schools have provided Boston's truants and drop outs with individualized education for more than 20 years. As a multi-service center and a partner agency with FDNH, I have witnessed first hand the difference your schools have made in the lives of youngsters ages 11-15. We work regularly and directly with students from the Log and Little House schools and are very impressed with the value of their educational programs. Many of the young people served through the alternative schools have no alternative and would be on the streets today if not for the intervention of caring professionals.

A Charter School, operated by FDNH, is a natural outgrowth of the alternative schools, providing a wide range of youths and their parents with a unique means of education, while creating a more vibrant and nurturing community. The integration of service provided at the FDNH settlement houses combined with the educational services provided through the schools will strengthen families enrolled in this Charter School.

Please do not hesitate to contact me if you need additional assistance and support in creating your Charter School. I am confident that it will be a welcome addition to existing educational resources in Dorchester and throughout Boston.

Sincerely,

Joel Abrams
Executive Director



DENISON HOUSE • 533 WASHINGTON ST • DORCHESTER MA 02124 • 617 287-4511

CODMAN SQUARE

February 11, 1994

Kristen McCormack
Executive Director
Federated Dorchester Neighborhood Houses, Inc.
232 Center Street
Dorchester, Massachusetts

Dear Kristen:

On behalf of At Home In Codman Square, I am please to offer my support for Federated Dorchester Neighborhood Houses, application for a Charter School. In my previous job as liaison to the Boston Juvenile Court from the Executive Office of Human Services, I had first hand experience with the Alternative schools at the Log School and Little House. Countless children would have never completed their education if it had not been for these programs. The devoted staff helped many children involved in the court, regain their self esteem by getting reinvolved in school. The probation staff at the court was very familiar and impressed with the services delivered to truant youth by FDNH programs.

It seems that the Charter Schools are a natural outgrowth of the Alternative schools, which will provide a wide range of services to the youth and his/her family, via the settlement houses.

I am very excited about this project and strongly feel this will improve the educational services for Dorchester youth. Please feel free to call upon me for additional support and assistance.

Sincerely,

Mary Ann Nee
Program Director

Walter Denney
Community Youth Center

FEDERATED



Federated
Dorchester
Neighborhood
Houses

Bartholomew Family Day Care

Camp Denison

Denison House

Dorchester House Multi-Service Center

Harbor Point Youth Center

H'Dark Senior House

Log School Family Education Center

The Little House

Kristen McCormack
Executive Director
Federated Dorchester Neighborhood
Houses, Inc.
232 Centre Street
Dorchester, MA 02124

Dear Kristen:

On behalf of the Walter Denney Community Youth Center, I am pleased to offer my full support for FDNH's application for a Charter School. The Log School and Little House Alternative Schools have provided Boston's truants and drop outs with individualized education for more than twenty years. As the Director of the Youth Center, I have witnessed first hand the difference your schools have made in the lives of youngsters ages 11-15. Many of the young people served through the alternative schools have no intervention of caring professionals.

A Charter School, operated by Federated Dorchester Neighborhood Houses, Inc., is a natural outgrowth of the alternative schools, providing a wide range of youths and their parents with a unique means of education, while creating a more vibrant and nurturing community. The integration of services provided at the FDNH settlement houses, combined with the educational services provided through the schools, will strengthen families enrolled in this Charter School.

Please do not hesitate to contact me if you need additional assistance and support in creating your Charter School. I am confident that it will be a welcome addition to existing educational resources in Dorchester and throughout Boston.

Sincerely,

Lucius Wilder
Director

CWLA



BARTHolemew
FAMILY DAY CARE

533 Washington Street

Dorchester, MA 02124

617-414-1223

February 10, 1994

Ms. Kristen J. McCormack
Executive Director
Federated Dorchester Neighborhood
Houses, Inc.
232 Centre Street
Dorchester, MA 02124

Dear Kristen,

FEDERATED



Bartholomew Family Day Care

Camp Denison

Denison House

Dorchester House Multi-Service Center

Harbor Point Youth Center

Kit Clark Senior House

Log School Family Education Center

The Little House

It is a pleasure to write this letter of support for F.D.N.H.'s application for a Charter School. For over two decades the Log School and Little House alternative schools have provided a much needed service to the youth in our community. Without this alternative method of education many youngsters would be on the streets in an environment that has no limits to destroying the hopes and dreams of our families and children.

F.D.N.H. has a staff of dedicated professionals who are truly involved and committed to the people in the community and strive to nurture, empower and strengthen the whole family.

As a program coordinator of Federated's Family Day Care Program and as a satisfied participant of some of Federated's services for over thirty years I have seen the agency expand, increase and improve it's services adapting, quite uniquely, to the many changes and demands of the population.

If I can be of further assistance, please do not hesitate to contact me.

Sincerely,

Susan MacDonald
Program Coordinator

CWA

Log School
Settlement House

322 Bowdoin Street
Dorchester MA 02122
617 388 6683

FEDERATED



Bartholomew Family Day Care

Camp Denison

Denison House

Dorchester House Multi-Service Center

Harbor Point Youth Center

Kit Clark Senior House

Log School Family Education Center

The Little House

Ms Kristen J. McCormack
Executive Director
Federated Dorchester Neighborhood Houses, Inc.
232 Centre Street
Dorchester, MA 02124

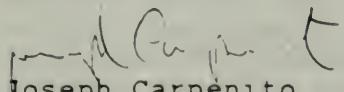
Dear Kristen,

On behalf of our community, I am pleased to offer my full support for FDNH's application for a Charter School. The Log School and Little House alternative schools have provided Boston's truants and drop outs with individualized education for more than 20 years. As the founder of the Log School, I have witnessed first hand the difference our school has made in the lives of youngsters ages 11 - 15. Many of the young people served through the alternative schools have no alternative and would be on the streets today if not for the intervention of caring professionals.

A Charter School, operated by Federated Dorchester Neighborhood Houses is a natural outgrowth of the alternative schools, providing a wide range of youths and their parents with a unique means of education, while creating a more vibrant and nurturing community. The integration of services provided at the FDNH settlement houses combined with the educational services provided through the schools will strengthen families enrolled in this Charter School.

Please do not hesitate to contact me if you need additional assistance and support in creating your Charter School. I am confident that it will be a welcome addition to existing educational resources in Dorchester and throughout Boston.

Sincerely,


Joseph Carpenito
Director, Log School

Log School
Settlement House

222 Bowdoin Street

Dorchester MA 02122

617 288-6683

11 February, 1994

Ms. Kristen McCormack
Executive Director
Federated Dorchester Neighborhoods Houses, Inc.
232 Centre Street
Dorchester, Massachusetts 02124

FEDERATED



FEDERATED
DORCHESTER
NEIGHBORHOODS
HOUSES, INC.

Bartholomew Family Day Care

Camp Denison

Denison House

Dorchester House Multi-Service Center

Harbor Point Youth Center

Kit Clark Senior House

Log School Family Education Center

The Little House

CWLA



UNITED WAY
CIVIC LEAGUE

Dear Kristen:

I am pleased to write this letter of support for the process of building the Log School Alternative Middle School Program into a Charter School. It is my feeling that The Log School is a perfect program for the Charter School concept. Not only does the Log School have a proven track record in alternative education for the last 20 years but it also fills a need for many students in the Boston Public School System.

At a time when there are a few options for the growing number of at-risk youth in the Boston Public School System, The Log School offers a safe haven. For the past two years in which I have been a teacher for the Alternative Middle School, I have seen youth who were unable to find a niche in the bigger middle schools grow at The Log School. Last year, one of our students, Ishyea Gunter, won a citywide newspaper writing contest conducted by the Boston Herald. I remember Ishyea telling me that she never would have thought about herself as a good writer before she came to the Log School. Another of our students, Kemi Josey, tried out for and won a spot on the area wide drama troupe sponsored by Facing History and Ourselves, an internationally renowned educational organization. In May of last year Kemi performed in a play written by herself and other students in front of 1000 Facing History donors. Having had the privilege to see her myself, I witnessed the beautiful and focused performance of a young woman who just 5 short months earlier had come to this school telling us that she "didn't give a damn" about anything. The Log School offers focused, individualized attention to youth at a time in their lives when they need some extra help to encourage them to take a step to the next level of education.

In the current school year the trend continues. One of our students, Antoinette Lasseur, is a participant in the Lyric Stage's Teen Neighborhood Theatre. Two weeks ago, the students from the Log School went to her performance to encourage and support Antoinette. I could see in her face how excited she was to have all of us there for her. Other students are working to rebuild a vacant lot space into a tot lot for the younger children in our neighborhood. They are working on the project from

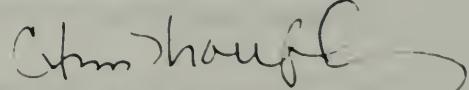
design to community support to actually building the park. I have heard time and time again from the students that they know they wouldn't have had these opportunities in a larger school setting.

I could continue on and on with examples of how these kids are succeeding but the main point is that kids who would have a very great chance of falling through the cracks at the bigger school end up seeing themselves as failures and acting accordingly are given a chance to find the part of themselves that can be successful and work to build those talents. The Log School holistically looks at the youth who enter this school and works to redirect their energies in positive directions.

The philosophy and actions of The Log School make the concept of Charter Schools not just a good idea but a critical need to be applied here. The model that the Log School has developed deserves to be showcased at that state level. There is a lot that this school can offer as a role model.

Please feel free to contact me if you have any questions. I am pleased to support this process in any way I can as it is the right direction for The Log School.

Sincerely,

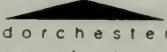


Carey Ann Shoufler
Lead Teacher
Alternative Middle School



DORCHESTER
CENTER FOR
ADULT
EDUCATION

232 CENTRE STREET
DORCHESTER, MA 02124
TEL: 617.474.1170
FAX: 617.265.6020

A PROGRAM OF
FEDERATED

dorchester
neighborhood
houses inc



February 10, 1994

Ms. Kristen J. McCormack
Executive Director
Federated Dorchester
Neighborhood Houses, Inc.
232 Centre Street
Dorchester, MA 02124

Dear Kristen:

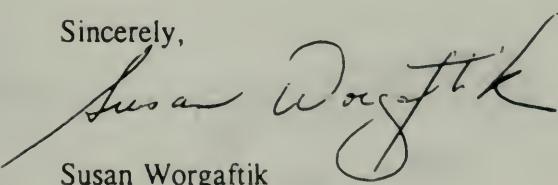
It is with great pleasure that I am writing to offer the full support of the Dorchester Center for Adult Education for FDNH's application for a Charter School. The Dorchester Center for Adult Education has worked closely with both The Log School and The Little House Alternative School to develop educational programming that can benefit both adults and adolescents in our community.

For more than 20 years, The Log School and The Little House Alternative School have provided quality, individualized education to truants and drop-outs. I have been pleased to have the opportunity to watch the growth of many of these young people through their community service projects and photography and art exhibits, as well as the development of their academic skills. These two schools have not only created a learning environment for youngsters 11-15 years of age who have no other resources, but they have also integrated these young people and their families into the community through the provision of a wide range of FDNH settlement house services.

A Charter School which builds upon and expands the programs The Log School and The Little House Alternative School creates a bond between education and the community which changes "the streets" to "my neighborhood" and by doing so, alters the ways youth think about themselves, their families, their communities and their futures.

This Charter School will add a new dimension to the educational resources available in Dorchester and throughout Boston. I look forward to working with you on its development.

Sincerely,


Susan Worgaftik
Director

It's only fair
that each child
be cherished 
cont.

MASSACHUSETTS COMMITTEE FOR CHILDREN AND YOUTH
14 Beacon Street • Suite 706 • Boston • Massachusetts 02108 • 617-742-8555

February 8, 1994

Ms. Kristen J. McCormack
Executive Director
Federated Dorchester
Neighborhood Houses, Inc.
232 Centre Street
Dorchester, MA 02124

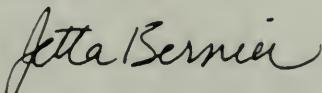
Dear Kristen:

On behalf of the Massachusetts Committee for Children and Youth (MCCY), I wholeheartedly offer my full support to the Federated Dorchester Neighborhood Houses (FDNH) application for Charter School status. Because of our close working relationship with FDNH through the Dorchester CARES family-strengthening initiative, we are keenly aware of the prominent community role played by both the Log School and Little House alternative education programs. Thanks to FDNH's commitment to the alternative school model for more than two decades, Boston's truant and dropout population has been given a second chance to learn and excel. Time and time again, we have seen how youngsters unable to succeed in the regular public school system have been transformed by the individualized and caring approach of the Log School and Little House alternative schools.

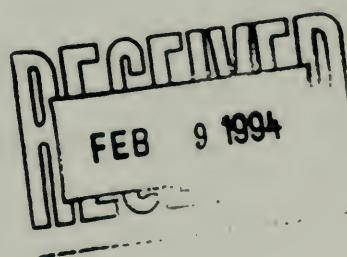
A Charter School, operated by FDNH, is an appropriate outgrowth of the alternative schools currently serving so many youngsters in Dorchester. The educational services provided at the FDNH settlement houses, maximized by a range of social and human service activities provided through the FDNH settlement houses, provide a unique support system to many families and children in this community.

Please feel free to contact me if MCCY can do anything more to support the Federated Dorchester Neighborhood Houses application for Charter School status. I know an FDNH Charter School will be an important addition to the educational resources in Dorchester and throughout Boston.

Sincerely,


Jetta Bernier

Executive Director





The Commonwealth of Massachusetts
University of Massachusetts - Boston
100 Morrissey Boulevard
Boston, Massachusetts 02125 - 3393

February 10, 1994

Ms. Kristen J. McCormack, Executive Director
Federated Dorchester Neighborhood Houses, Inc.
232 Centre Street
Dorchester, MA 02124

Dear Kristen:

On behalf of the faculty and staff of the College of Public and Community Service, University of Massachusetts/Boston, I am writing to support fully the application of the Federated Dorchester Neighborhood Houses (FDNH) to establish and operate a Charter School in Dorchester to serve youngsters age 11-15. FDNH is already demonstrating its commitment to youth and to alternative education in the ongoing development of the Log School and the Little House School. Without these alternative schools and the creative intervention of caring professionals, many of the young people in our communities would be on the street with little preparation for a productive life.

We at the College of Public and Community Service are also committed to providing alternative higher education opportunity for Boston's adult workers. We currently work closely with community organizations and agencies to provide access to relevant education for careers in public service. FDNH employees enroll in the College through a formal agreement with the agency that offers them the opportunity for personal and professional development and appropriate academic credentials. FDNH professionals teach in the College's competency-based curriculum in an effort to integrate students' learning with the service needs of the community. We will continue to collaborate with FDNH as the Charter School develops to discover new methods and options for alternative educational paths for their young people and parents. It is also our belief that the integration of services provided at the FDNH settlement houses will support and strengthen families of students enrolled in the new Charter School. For these reasons we are assured that FDNH has the capacity to organize and lead such an effort.

This is an exciting proposal, and I am confident that Boston, and in particular Dorchester, will applaud this alternative educational resource for its young people.

Sincerely,

A handwritten signature in black ink, appearing to read "Ann Withorn".
Ann Withorn, Acting Dean
College of Public and Community Service



The Commonwealth of Massachusetts

Governor's Alliance Against Drugs

One Ashburton Place Room 611

Boston MA 02108

Tel 617/727-0786

Fax 617/727-6137

William L. Paterson

Deputy Director

Francis X. P. Segna

Chief of Staff

Deputy Central Western

William F. Weld
Governor

Georgette Watson
Executive Director

February 10, 1994

Ms. Kristen J. McCormack
Executive Director
Federated Dorchester Neighborhood Houses, Inc.
232 Centre Street
Dorchester, MA 02124

Dear Ms. McCormack:

I am pleased to offer my full support for Federated Dorchester Neighborhood Houses' application for a Charter School. In this letter I will present myself as a resident living in the area of the Log School location, a community activist, advocating for drug prevention and the Executive Director of the Governor's Alliance Against Drugs.

From a resident's perspective that has lived in the area over twenty years I have seen the changes in diversity and loss of services to the area.

The Log School has become a community oasis in the midst of a changing area, adjusting to service the needs of young people in troubled times. Their basic needs are being provided in their own community by the Log School, i.e., day care, G.E.D. classes, after school programs and Save Our Youth Program, etc. as well as low income families service.

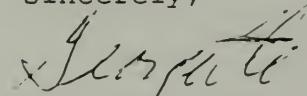
As a community advocate, I have witnessed first hand the difference your school has made in the lives of young people and the environment in the community. In the position of Director of the Governor's Alliance Against Drugs-Executive Office of Public Safety, you must understand the importance of a charter school to be operated by the Federated Dorchester Neighborhood House, who has a proven record for education and other services, it would only be a natural outgrowth of the alternative school's unique form to fit

RECEIVED
FEB 14 1994
REGD

community needs and lifestyles. A charter for the Log School and Little House Alternative Schools would benefit a already viable, safe haven that keeps young people educated, actively, involved and away from the streets.

Please do not hesitate to contact me if you need additional assistance and support in creating your Charter School. I am confident that it will be a welcome addition to existing education resources in Dorchester as well as throughout Boston.

Sincerely,



Georgezte Watson
Executive Director

GW/dag



• 1486 Dorchester Avenue

Mediation Director: 288-7163

Family & Community Mediation: 288-6816

Neighborhood Outreach & Response Project: 288-7387

Dorchester Youth Collaborative
'The Community Collaborative'

• 1514-A Dorchester Avenue

Administrative Offices

Center for Urban Expressions (CUE)

Education Department

• Message Center/Emergencies (617) 288-1748

Dorchester Task Force Organizer: 288-1287

February 10, 1994

Ms. Kristen J. McCormack
Executive Director
Federated Dorchester Neighborhood Houses, Inc.
232 Centre Street
Dorchester, MA 02124

Dear Kristen,

On behalf of the Dorchester Youth Collaborative (DYC), I am pleased to offer my full support for the Federated Dorchester Neighborhood Houses' (FDNH) application for a charter school. DYC's Dorchester Youth Alternative School (DYAS) has participated with the Log School and Little House alternative schools in the Boston Alternative Middle School Network for the past four years. The Log School and Little House programs have provided Boston's truants and drop outs with individualized education for more than 20 years.

A Charter School, operated by FDNH will be a continuation of services that is provided by the alternative schools. The proposed school will provide youth and their parents with a unique means of education, while creating a more vibrant and nurturing community. The integration of services provided at the FDNH settlement houses combined with the educational services provided through the schools, will strengthen these youth and their families.

Please do not hesitate to contact me if you need additional assistance and support in creating your Charter School. It will be a welcome addition to existing educational resources in Dorchester and throughout Boston.

Sincerely,

Ms. LaVall M. Brown
Executive Director



1514A Dorchester Avenue • Dorchester • Massachusetts 02122 • (617) 288-1748



Barry S. Zuckerman, M.D.

Professor and Chairman

Department of Pediatrics

February 10, 1994

Kristen J. McCormack
Executive Director
Federated Dorchester Neighborhood Houses, Inc.
232 Center Street
Dorchester, MA 02124

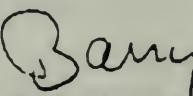
Dear Kristen:

As Professor and Chairman of the Department of Pediatrics at Boston City Hospital/Boston University School of Medicine I am delighted to offer my full support for Federated Dorchester Neighborhood Houses, Inc. (FDNH) application for a charter school. I visited the Log School on numerous occasions and have been impressed by the individualized education they provide to Boston's high risk children including those who have dropped out of school. Their long track record in this effort as well as your other alternative school provides FDNH with an important experience to develop a charter school and make a difference in the lives of Boston's school children who will enroll there. Many of these children would be on the streets today if not for the intervention by the dedicated staff.

I would be delighted to work with you and neighborhood health centers to help develop school based health services including health promotion and disease prevention activities in a variety of settings. The integration of health and other services provided at the FDNH's settlement houses combined with the educational services provided through the schools will strengthen families enrolled in this charter school.

I look forward to working with you. Good luck in your application. The charter school that you are proposing will be an important addition to existing educational resources in Dorchester and throughout Boston.

Sincerely,


Barry Zuckerman, M.D.





HEALTHY BOSTON

It takes a whole village to raise a child.



Fields Corner Meetinghouse Hill Bowdoin Street Healthy Boston Coalition

February 7, 1994

Ms. Kristen J. McCormack
Executive Director
Federated Dorchester
Neighborhood Houses, Inc.
232 Centre Street
Dorchester, Ma. 02124

Dear Kristen:

On behalf of the FMB Healthy Boston Coalition, I am pleased to offer our full support for FDNH's application for a Charter School. The Log School and Little House alternative schools have provided Boston's truants and drop outs with individualized education for more than 20 years. As a coalition, we have witnessed first hand the difference your schools have made in the lives of youngsters ages 11 - 15. Many of the young people served through the alternative schools have no alternative and would be on the streets today if not for the intervention of caring professionals.

A Charter School, operated by Federated Dorchester Neighborhood Houses is a natural outgrowth of the alternative schools, providing a wide range of youths and their parents with a unique means of education, while creating a more vibrant and nurturing community. The integration of services provided at the FDNH settlement houses combined with the educational services provided through the schools will strengthen families enrolled in this Charter School.

Please do not hesitate to contact us if you need additional assistance and support in creating your Charter School. We are confident that it will be a welcome addition to existing educational resources in Dorchester and throughout Boston.

Sincerely,

Barbra Trybe

Barbra Trybe
Coordinator

F i e l d s
C o r n e r
C i v i c
A s s o c i a t i o n

February 8, 1994

Ms. Kristen J. McCormack
Executive Director
Federated Dorchester
Neighborhood Houses, Inc.
232 Centre Street
Dorchester, Ma. 02124

Dear Ms. McCormack:

On behalf of the Fields Corner Civic Association, I am pleased to offer our full support for FDNH's application for a Charter School. Both the Log School and the Little House alternative schools have provided Boston's truants and drop outs with individualized education for greater than 20 years. I have personally noticed first hand the difference your schools have made in the lives of our youngsters from 11 to 15 years old. Were it not for these alternative schools and teachers who cared these youngsters would be on the streets and perhaps our future criminals.

A Charter School, managed by FDNH is a natural outgrowth of the alternative schools, by providing youths and their parents with a unique method of education and creating a more nurturing community for us all. These services of educational and social needs provided by the FDNH settlement houses and this Charter School will strengthen families who are enrolled.

Please let us know if we can be of any assistance to you in creating your Charter School. We welcome it, being quite confident that it will become a resource for all of Boston.

Edward Crowley
President

James F. Gannon
Vice President

Jean Buonaparte
Treasurer

Barbra Trybe

Sincerely,
Ed Crowley
Edward Crowley

Framework for Improving Performance

External Environment

Education Reform

Legislature

Parents

Accountability

Community Needs

Regulators—DOE

Boston Public

Schools

Internal Environment

Leadership

- Mission

- Vision

- Priorities

- Resources

Human Resources

- Education

- Staff Development

Information Management

- Planning

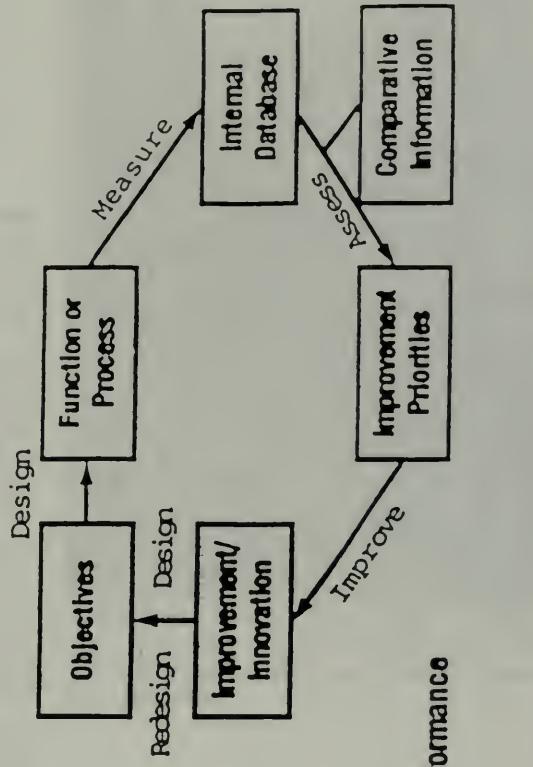
- Aggregates Data

- Comparative Data

Improving Organizational Performance

- Collaboration

- Process Thinking



AN OFFICER IS DOWN/SUSPECT ARRAIGNED

Governor seeks tougher gun law and restoration of death penalty

By ANDREA ESTES

Gov. William F. Weld, launching a two-pronged campaign against crime, yesterday called for tougher penalties for criminals carrying guns, and today will ask that the death penalty be restored.

Under the bills filed yesterday, gun dealers would receive at least 10 years in prison, while criminals using guns would be handed a mandatory five-year term.

"Neighborhoods and communities across Massachusetts are under siege because

MORE ON SHOOTING/Page 28

of this threat of illegal handguns," said Weld, who made the announcement at the Log School in Dorchester, an alternative school for troubled kids.

"When a police officer like Wayne Anderson is shot dead in front of his home, when a police chief like Robert Morell is shot dead in the woods of his rural community, that tells people sanity has gone out the window and gun violence is spreading."

The package also includes a ban on assault weapons, an increase from 18 to 21 in the legal age for possessing a gun and a five-day waiting period before buyers can take possession of their guns.

Today Weld will refile — for the third time — a bill to restore capital punishment.

The bill, which has gone nowhere in the past, would allow death by lethal injection under 12 circumstances, including the killing of a police officer.

"How many more cops need to be killed before we send the message as a society we're not going to tolerate killers receiving less than a sentence of death," said Weld spokeswoman Virginia Buckingham.

After yesterday's news conference, Weld's Democratic challengers for the governor's office praised him for backing good ideas, but accused him of doing nothing to make sure the Legislature approves them.

"My concern is that he'll be all show and no go," said Sen. Michael Barrett (D-Cambridge), who is fighting for the Democratic nomination.

"His pattern has been to be for the right things then leave the ideas in the lurch — not lobby for them."

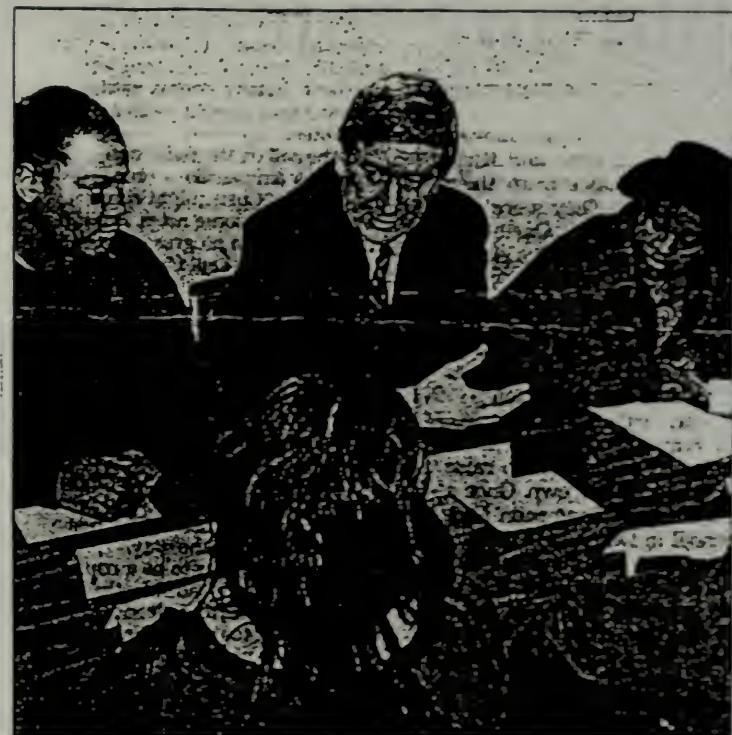
"This one will be a tough fight," said Barrett.

Rep. Mark Roosevelt (D-Beacon Hill), who is also hoping to face Weld, accused the governor of talking when he should be acting.

"Our kids are less safe in school than they've ever been," he said.

"Police officers are being murdered at a higher number than ever before and Bill Weld keeps filling bills."

"What we need is to get something done here. That's what he's failed to do."



TARGETING GUNS: Gov. William F. Weld, flanked by students Gina Davis, left, and Tamicka Holman, called for tougher gun laws and restoration of the death penalty yesterday at the Log School in Dorchester.

Staff photo by Ron Nomar

Weld to refile stiff-sentence gun bill

By Michael Kenney
GLOBE STAFF

Just three-quarters of a mile from where a Boston police officer was shot to death last weekend, Gov. Weld yesterday announced he had refiled his "guns and gangs" anti-crime legislation.

In refileing the package, Weld noted, he was mindful of the slaying of Paxton's police chief last week and Saturday's killing of Boston police officer Berisford Wayne Anderson in Dorchester. Such events, he said, "tell you that sanity has gone out the window."

"There are terrible problems" that "require changes in our laws, changes in government's response to the problem and in our community's response," the governor said.

Weld's proposal - filed last fall, but still in committee when the legislative session ended - would set mandatory 10-year sentences for gun trafficking and for "three-time losers who are caught with a gun," and a five-year sentence for using a gun while committing a felony.

Weld made his announcement at the Log School, an alternative school for 14- to 20-year-olds sponsored by Federated Dorchester Neighborhood Houses. But the school's director said the proposals were not strong enough.

"I think he should have gone a lot stronger on handguns. Just ban them," director Joseph Carpineto said.

"We've got to get the guns off the streets," he said. "The only way to do it is with a complete ban." Carpineto said a handgun ban has wide popular support, "but the people who make policy are still affected by the gun lobby."

Key elements in the package refiled by Weld would:

- Establish a new crime of trafficking in guns with a minimum 10-year sentence and up to a mandatory life term for selling or distributing 20 or more guns at a time.
- Create a new crime of being a felon in possession of a gun. Anyone already convicted of three crimes involving drugs or violence who is found in possession of a gun would

'93 measure died in committee

be given a mandatory 10-year sentence.

■ Set a mandatory five-year sentence for using a firearm in the commission of a felony.

■ Require courts to order the surrender of guns and to revoke gun licenses when issuing emergency or temporary restraining orders in cases of domestic violence.

■ Increase the legal age for firearm possession from 18 to 21.

■ Increase from one to 10 years the penalty for carrying a firearm on school grounds.

■ Set a \$50,000 and/or five-year sentence for illegally selling a firearm to a minor.

■ Limit handgun purchases to one every 30 days.

■ Set a five-day waiting period for handgun purchases.

Before meeting with the press, Weld spent about 15 minutes talking privately with about 20 students at the Log School, which originated 18 years ago with informal classes Carpineto conducted "on a log" behind Dorchester House, a multi-service community center.

One of the students, 19-year-old Michelle Davis of nearby Geneva Avenue, said the youngsters and the governor had talked mainly about "finding places where kids can go besides hanging out on the street corners."

Weld, in ticking off some of his administration's youth programs, said that based "on what we heard downstairs" with the students, he would consider an increase in the 2,800 jobs provided last summer for low-income teen-agers.

Davis, who also spoke at the press conference, said she had "grown up around violence all my life."

Teen-agers "say the reason they have guns is that they are looking out for themselves. But they are not looking out for themselves, the gun is looking out for them," Davis said.

Weld said he saw "no reason" for the Legislature not to act on his pro-

posals this session and he criticized a rival gun-control package filed by state Sen. Michael Barrett (D-Cambridge), an announced candidate for governor, as being "prohibitively expensive."

State Rep. Mark Roosevelt (D-Beacon Hill), another gubernatorial candidate, said he considered Weld "Governor File-a-Bill" on the issue. "If he really wants a bill, it's time for him to get out of the office and work for it."

The
Boston
Globe

466-1818 for Home Delivery.



GLOBE STAFF PHOTO: BILL GREEN

Sally Webb, a student at the Little House Alternative School, shows her dismay at news that budget cuts will be claiming her program.

Students fearful as programs get ax

By Sally Jacobs
Globe Staff

But one year ago, it occurred to Luis Ramos that going to school was dangerous and so he was going to stay home. Equally afraid of the violence in the Mattapan housing development where he stayed indoors for months, friendless and alone, he lay in bed and listened to gunfire.

Now, though the sheltered 14-year-old boy is still confined to a small alternative school in Mattapan, he is afraid to go to school again.

Faculty in the public school system. It worked. In one year, Ramos has made up the two grades he had fallen behind and now attends school religiously.

In less than two weeks, however, his school will disappear, eliminated along with four others because of budget shortfalls. The savings to the courts: \$100,000. Ramos and the other students will be assigned to one of the public schools. None of them intend to go.

"Going to school every day is a big risk," Ramos said, shaking his head. "I'm not going to go to school again. They'll lock me up so maybe I'll have

to run away. I want to learn but I'm too scared to go."

At a time when many speak with urgency of the need to stem youth violence, five programs that have successfully drawn public and private funds off the city's streets and into the classroom are at risk. At least by the year 2000. While judges and juvenile probation officers have been extremely supportive of the programs, the most recent state budget cut \$1.5 million from the state's

Office of Juvenile Justice and the state's budget

Students fearful as alternative education programs get ax

■ PROGRAM

Continued from Page 33

court budget projected for fiscal 1991.

Probation officials and program operators predict that many of the nearly 150 youths who attend the programs each year will stop going to school once again and may well get sucked up in the violence that has claimed the lives of other youths.

"These programs are very, very important to the court," said Joseph O'Reilly, chief probation officer with the Boston Juvenile Court, who administers the programs. "They give us an alternative to chasing these kids and eventually committing them to the Department of Youth Services. They work very, very well."

Henry Barr, court administrator and top assistant to Judge Arthur Mason, chief administrative judge of the state's trial courts, agreed that the programs are effective, but said the court has no choice. "We'd be delighted to continue them, but we can't spend what we don't have," Barr said.

Several directors of the programs - which include the Dorchester Youth Collaborative, the Little House Alternative School, and the Log House, all of which are in Dorchester; COMPASS in Jamaica Plain and the Edco Youth Alternative in Boston - blasted the move yesterday, saying it will ultimately cost the state more money as many of the youths wind up in court or behind bars. Many were also upset that the students will have to change schools in the middle of the year.

Program workers and the youths, ages 12 to 16, will protest the cuts at the State House this morning.

"All this does is take the cost out of one department's budget and put it in another," said Emmett Folger, director of the after-school program at the Dorchester Youth Collaborative. "It's a shell game."

Trouble with law predicted

John Howard, director of Little House, said he had no doubt that the 18 youths in his program would refuse to return to public school. Some of the students said their parents didn't object to their staying home from school, because they're worried about school violence too.

"Clearly, they're not going back. That was their pattern before, and it will be their pattern again," said Howard. "It just means they'll get more involved with the courts and justice system. There's nothing in the public schools for these kids."

No one agrees more fervently than the youths themselves. Most of them have been declared Children In Need of Services because of their truancy, but program workers say their problems are far more complex. Some come from troubled families and have parents who are plagued by addiction and violence. Others have special educational needs. But virtually all share one thing in common: a fear of the city's schools.

"The kids were doing drugs and a lot of them had knives in their lockers," said Erik Senay, 15, who dropped out of Dorchester High School for nearly one year and now attends the Dorchester Youth Collaborative program. "There were a lot of gangs. I never felt safe so I just stopped going."

There is little to fear in any of the five programs. Instruction is provided in small classroom settings where the student-teacher ratio is about 5 to 1, compared to the public school system's 30 to 1, and all the students get close attention. Many describe the program as "family," and attendance rates are as high as 95 percent in some of the programs.

At an annual cost of about \$6,000 per student, the programs are only slightly more expensive than the \$5,391 cost per student in the system's middle schools. But given that some of the students have special needs and would cost far more in the public school system, advocates say the smaller programs are probably cheaper. Most important, the youths go to them.

Students upset by decision

"I hated school, but I love it here," exclaimed Christine Malomo, 15. "Everybody's together and we're one. People have respect for one another."

Some program directors, who learned of the decision on closings early this week, have not yet told their students. But other students, on hearing that the programs are to be closed, were clearly upset.

"I'm not going to school again. This is it," said Elizabeth Davis, 14, a Dorchester Youth Collaborative student who fell three grades behind as a result of missing school. Davis said she was repeatedly harassed at the Grover Cleveland school and was jumped by a group of boys.

At the Little School, Edward Hibburn, 15, of South Boston, was stunned. "I work for Billy Bliger and he does this to me," he said, lighting a cigarette.

On Tuesday, the 16 students of the Dorchester Youth Collaborative sat down and carefully wrote letters to Gov. Dukakis, Governor-elect William Weld, and just about anyone else they could think of, begging them to keep their school open. But perhaps none said it as succinctly as Luis Ramos.

"If they cut the budget we will get hurt," he wrote. "When they close our school I will not go back to regular school... Please help us in our struggle to keep our school open. Please grant me this one Christmas wish."

Courts kill funding for alternative schools

By JACK MEYERS

Helped by a late-night amendment passed by the House, the state's chief administrative judge has wiped out funding for five Boston schools for troubled youths, effectively sending the kids back to the streets, officials said.

The five schools — three in Dorchester, one in Jamaica Plain and one in Kenmore Square — were notified yesterday they could not spend money after Dec. 31 and that their funds had been transferred to trial court accounts. Because of vacation, the last day for the schools, which serve more than 110 students, will be tomorrow, officials said.

"The notion of transferring these students back to Boston public schools is ludicrous," said Emmet J. Folger of the Dorchester Youth Collaborative.

"These kids will go right back to the streets," Folger said. "The idea that this is a cost-cutting measure is a scam."

All students in the five schools have been truants for periods ranging from four months to two years. School funds are allocated through the court system.



FACING DISPLACEMENT: Little House school students, from left, Patricia Carroll, 12; Kenny Mulligan, George Flanagan, Billy DeWolfe, Kevin Mulligan and Edward Kilburn, all 15; protest the closing of their school.

S.I.A. photo by Mike Adashaweg

Kristen McCormack, director of Federated Dorchester Neighborhood Houses, which runs two of the schools, said the school funds, estimated at \$500,000, are being taken back for court use.

Judy Hurlburt, director of the Little House Alternative School in Dorchester, said some of the students broke into tears yesterday about the closing, fearing they

would be sent back to public schools.

Edward Kilburn, 15, a resident of South Boston and a student at Little House, said, "They should make more schools like this, not close them down."

Kilburn said he planned to demonstrate and lobby on Beacon Hill today to keep the schools open.

The Boston Globe

THURSDAY, JANUARY 10, 1991

A plea from Boston students to fund alternative schools

By Tina Cassidy
CONTRIBUTING REPORTER

About 90 students in alternative Boston schools will be forced out of special education programs next week unless funds cut in the last days of the Dukakis administration suddenly reappear.

So, in an attempt to save their schools, 30 students and their teachers yesterday walked up Beacon Hill to appeal to the new secretary of human services, David P. Forsberg.

Forsberg said he would try to help keep the schools open but could not promise anything.

"The last thing I'm going to do in this job is overpromise," Forsberg said, adding that the state does not have "barrels of money" to provide services for everyone in need during these financially lean times.

Although the alternative schools are funded by the juvenile courts and not Forsberg's office, Forsberg had agreed to meet with the group after hearing that the students wanted to meet with Gov. Weld.

Forsberg also said he would discuss funding cuts with Weld and announce the governor's decision today or tomorrow.

Students and teachers were told a week before Christmas that their schools were in jeopardy, and termination letters said that funding would run out and the doors would close Dec. 31. But students said that if they returned in midterm to their schools, they would be likely to fail.

So, to keep their grades up and keep the students off the streets, administrators decided to try to continue running the schools on a deficit, but that will end Jan. 18. Many teachers have been working without anticipating a paycheck.

Despite the meeting with Forsberg, students and teachers were frustrated.

"They're still not doing the Big Think," said Emmett Folger, director of teen-age programs at the Dorchester Youth Collaborative. "The Boston School Committee will end up spending a lot more."

Folger was referring to the Boston public schools' average cost of \$7,800 per pupil; the alternative schools spend \$2,000 less per student, he said.

The alternative schools attract students who are truant, in trouble with the law, behind in their classes, or who require additional attention



DAVID P. FORSBERG
No promises to students

from teachers. They attend an alternative school because they have no other options.

In any case, if the doors close on such alternative schools as The Little House, in Dorchester, or the Dorchester Youth Collaborative — funded exclusively by the juvenile courts — teachers will be laid off. Many students said they will not return to their regular public high schools.

Jennifer Scott, 16, has been an alternative school student for the last three months. She said she refuses to return to Boston High, where last month a 16-year-old student was stabbed to death by a classmate.

"It's just not safe," Scott said.

Funding for some kids always in short supply

The closing of the Little House Alternative School and others demonstrates the willingness of the commonwealth to pay for the present fiscal crisis by cutting programs that serve those who are least able to fight back.

I was contracts manager of Federated Dorchester Neighborhood Houses (the parent agency of the Little House) from 1977 to 1989. Even in the best of fiscal times, the alternative school had difficulty convincing state agencies to provide continuous support. Funding for the "throwaway kids" of this state always seems to be in short supply.

Five hundred thousand dollars, is a great deal of money. If the commonwealth spends it on these schools, 150 adolescents will continue in school, get support for their family problems, stay out of the courts, and eventually grow up to be

productive, taxpaying members of the community.

The Globe Spotlight Team has pointed to the corruption within the courts. Before closing programs that support children, it is time for the courts to make some hard choices. Fire the court officers who abuse their titles and put that money where it has proven to do some good, in programs that give the children who are the future of this state a chance to survive as productive members of their communities.

SUSAN WORGAFTIK
Jamaica Plain

Right education program can turn a life around

Luis Ramos, 14, has an unusual Christmas wish: He wants his school to stay open.

"If I got all the stuff I want for Christmas," said Luis yesterday in his classroom, "I'd sacrifice all to keep this place open."

"This place" is the small, alternative Dorchester school — 20 students, budget of \$122,000 — that Luis has attended for nearly two years. It's where he's gone from troubled school truant to fragile success story. It's where he's stopped being ashamed to go to class. He doesn't worry, as he used to, that other kids are looking at him, pointing at him, calling him dumb behind his back because he can't understand the lesson of the day.

Luis Ramos doesn't think he's dumb anymore, either. In fact, he thinks he may one day become a cartoonist. His drawings of Bart Simpson, his "idol," look almost like the real thing. "He's in trouble a lot, too, like a real kid," Luis says, "not some fake kid."

But in yet another shortsighted state government attempt to save money — one of those attempts that eliminates the prevention, so we can pay more for the cure — the trial court yesterday informed Luis' school and four others like it that they will be shut down, effective tomorrow. The 120 teen-agers at these schools will be reassigned to the Boston schools they couldn't handle in the first place.

"In fourth grade, I made the honor roll," says Luis, a small, wiry boy who lives with his mother in public housing in Mattapan. "This Chinese boy, Eric Wang or Wing or something, he helped me out. The teachers gave me a paper that said I was on the honor roll. I was so happy. I never made the honor roll in my whole life. I got a school spirit award, too. My mother was going crazy."



**MARGERY
EAGAN**

Things began falling apart in fifth grade, when the Mackey School he attended was shut down — another budget cut. Luis had to leave his friends and the teacher he liked. He was sent to the Thompson Middle School, first to one homeroom teacher, then another, then another. For some reason he can't understand, he kept being switched from class to class.

"They kept putting me in with people I didn't know. When I said I forgot how to do something, they told me to 'pay attention.' I did pay attention good but I still couldn't get it. When I'd say, 'Is this right?' They'd say, 'It's wrong. Do it again.'

"'Can you teach me?' I'd say. But lots of times they didn't have time. I had some good teachers. I had this man, Mr. Walsh. He was nice. He didn't yell at you. He gave you a chance, let you do it again, took a little time with you. But lots of them, it was like they didn't know I was there. My mother told me I should stay in school. But I told her the

work was too hard

"I thought I was stupid. People were saying, 'Look at that kid.' They said 'X plus E equals Y.' I said, 'What?' So I just stopped going for a month, two months. Finally they sent me down to the court and the parole officer sent me here."

There are the usual outside factors in Luis' life. There's little money. There's the crime and gunfire at night. There are the kids in the projects his age who tote guns, "to get respect," Luis says. There are gangs and beatings from other kids for such sins as looking the wrong way or talking with somebody else's girlfriend or, in Luis' case, wearing the wrong hat. A Chicago Bulls hat that offended the three kids who jumped him.

"I just like Michael Jordan. I liked the hat," said Luis, who fought them off with a pipe. "Some guys just turn on you." There are all those signals that somehow you are not as good as somebody else, not really worth the effort or time. But then, you know, along comes a teacher, a program, and for a boy like Luis, it can turn everything around. "Here they help me. They pay attention. I can work at my own level. You know I was at sixth-grade level. Now I'm at eighth-grade level. It's easy now. I finished the reading program and got a gold star."

You know there is precious little that works well in education in this city. So what do we do? Well we flounder around for a new superintendent, as if a super-superintendent can turn it all around. We flounder around over the makeup of the School Committee, as if it is going to help anybody learn to read. We put metal detectors in Boston High School, hoping to prevent another teen-age murder.

And then we home in on programs that do work, and get rid of them. It's an increasingly familiar pattern in government these days, which is partly why few have faith in government anymore.

Luis is assigned to go to Technical High Jan. 2. "The place is too big. I don't know anybody there and there's so much violence. It's like every day is a risk," he says. "I'm not asking to keep the school just for me, but for other kids too. None of us want to go back to how we were."

The Boston Globe

MONDAY, FEBRUARY 4, 1991

An alternative to the streets

For the youngsters attending Boston's court-sponsored alternative schools there is nowhere to go but down. These are troubled adolescents whose needs have not been met in traditional classroom settings. They have histories of chronic truancy, but they do well in the nurturing atmosphere of these small alternative schools. Students who avoided regular classrooms for a year or more attend these programs with regularity, and many recoup their academic losses within a few months.

Yet, despite the success of these programs, they and their students have been victims of Superior Court budget cuts. Three of them - Dorchester Youth Collaborative, Little House Alternative School and Edco Youth Alternative - are threatened with extinction. The prospect of attending regular classes is so frightening to these students that many of them have pledged to forgo school altogether if these programs close.

"First the court orders them to attend these

programs. Then they begin to get their act together, and because things get a little tough, you hang these kids out to dry," says Tom Coury, director of the Shaw Foundation.

The foundation, a philanthropy focused on criminal justice issues, is working to keep these alternative schools open for the rest of the year. Coury has gotten commitments from other foundations to fund half of the needed \$140,000 if the public sector funds the other half.

Seventy thousand dollars, even in tough economic times, is a wise investment. The costs and consequences of losing these children to the streets will be far greater. Accommodating these students within the public school system should be the ultimate goal. For now, however, the aim should be to hold on to them.

These students have done their part despite many obstacles. Mayor Flynn and Gov. Weld should do the same.

Alternative School reopens; funding for one year from DSS

(continued from page 1)

objectives and administers the evaluative exams which are required by BPS of all their students. But the Alternative School is unique because it offers auxiliary services to participants and their families such as primary health care, structured recreation, summer camps, and substance abuse counseling (there is an ongoing substance abuse education component in the school curriculum).

Staff to students 1:5

The staff at the Alternative School consists of three full-time teachers, and an outreach worker whose responsibilities are to make sure that students show up (overall yearly average attendance is high at 80%) and receive services, and to work closely with the families of students. Teachers, the outreach worker, and Principal Gilbert Waytes, M.E.D. are all involved in the out-of-school lives of program participants, since, according to the school's operating theory, understanding the home environment enables staff to better serve the individual needs of a student.

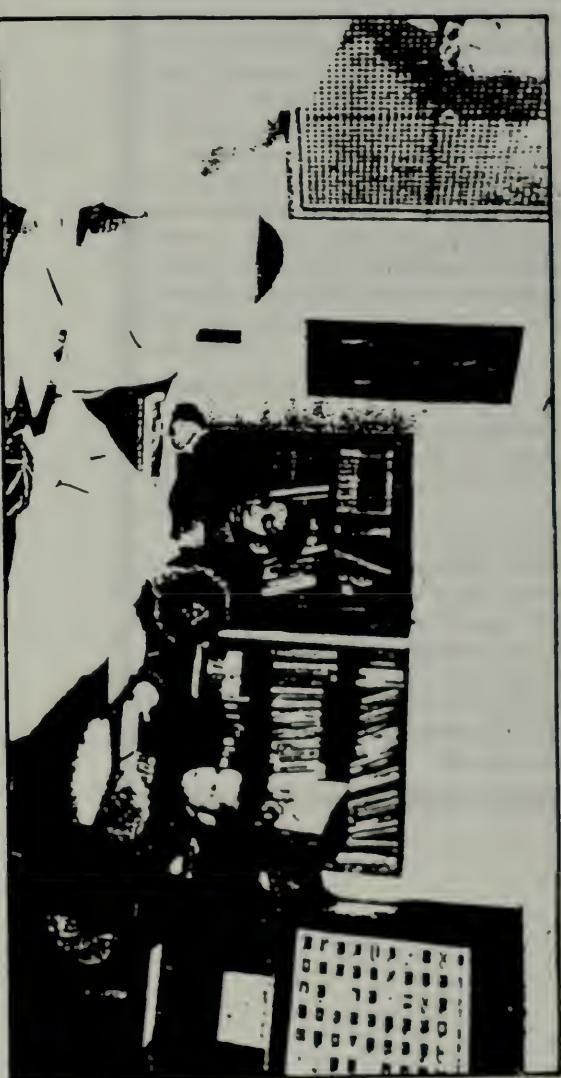
The school enjoys the luxury of limited enrollment (20) and a 5:1 ratio of students to teachers. The staff are all former BPS teachers, some of whom have been with the school for 15 years. Low staff turnover, and staff dedication contribute greatly to the success of the Alternative School and programs like it.

Graduation rate higher than BPS

The Alternative School also participates in the Re-Cap Program. Re-Cap is a promotion incentive program designed by BPS which allows students to be promoted two years in one year when they achieve 85% attendance and complete a community service project. This is a strong incentive for students who are two to three years behind grade level and are feeling disengaged about native School and programs like it.

Involving the family helps the child
For many kids in the program the Alternative School is the "final stop... on the demarcation line between heading the wrong way or looking for the right road," says Principal Waytes. The school places emphasis on educating the whole child by addressing the child's social needs as well as his/her educational ones. The school also works closely with the adults in each child's home life in the belief that the more involved the adults are the more success a student will have in the program.

Students are also taught life skills such as cooking and sewing as a way to help them on their road to independence. This balance between academic and life skills helps these Dorchester students stay on the right track.



and graduation rate than BPS can claim. One former student was accepted and is now attending the highly-competitive Fenway program of the Boston Public School System.

Take five minutes...

The Little House Alternative School has ambitious expansion goals: establishing a relationship with local universities and colleges, obtaining software for math and science programs, and expanded support for parents. And Kristen McCormack, Director of Federated Dorchester Neighborhood Houses Inc. (FDNH) is hoping to diversify funding through city, state, federal, and private foundation sources because this year's funding, provided solely by DSS, will end in May. To that end an educational needs assessment is being conducted in Dorchester. FDNH staff will be going door-to-door in the coming weeks with a brief questionnaire, and Dorchester neighbors can help keep this vital service and others in our community by taking five minutes to answer the questions...

In the long run, Alternative Schools may become part of the Boston Public School System. For now, thanks to the work of Kristen McCormack, Representative

Alternative School reopens; funding for one year from DSS

by Robin White

On Monday last week, under cheerfully sunny skies, Dorchester students, parents, and community leaders celebrated the reopening of The Alternative School at the Little House on East Cottage Street in Dorchester.

The event, attended by Senator Paul White, Representative James Brett, and Deputy Secretary of the Executive Office of Human Services Susan Costello, was sponsored by Federated Dorchester Neighborhood Houses Inc. and heralded also the reopening of three other alternative schools: The Log School Family Education Center, Dorchester Youth Collaborative School (both in Dorchester), and EDCO Youth Alternative (in Kenmore Square). The schools were closed last December when Trial Courts defunded the programs with only two weeks' notice.

The welcome reopening was due largely to the efforts of Rep. James Brett, who advocated to Governor Weld the cost-effectiveness and benefits of the Alternative School — namely, productive, educated junior citizens rather than drop-outs. Rep. Brett was able to convince the legislature and the governor to fund the program for one more year through the Department of Social Services (DSS).

At-risk kids

This temporary victory was a triumph for all who had been involved in fundraising for the school, and particularly for the students, who wrote letters to and lobbied their legislators.

The Little House Alternative School began operating in 1973. The school receives middle school students from the CHIN's Department of the Boston Juvenile Court, DSS, and Boston Public Schools. The students, aged 12 to 15, are referred because of poor attendance and socioeconomic factors (i.e., crime, substance abuse) that put them at risk of failing or dropping out. The school abides by the Boston Public School curriculum.

(continued on page 9)

OCT 11, 1991

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